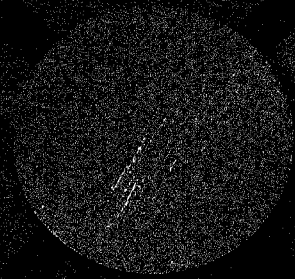


Indiana

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# INDIAN EDUCATIONAL ABSTRACTS

Volume 2

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## ADULT, CONTINUING AND NON-FORMAL EDUCATION

[01] Biswas, Prabir Kumar. 2001. **Learning Strategies and Academic Performance: A Study of the Successful Distance Learners of PGDDE Programme of IGNOU.** *Indian Journal of Open Learning*, Vol.10(2), 211-220.

**Objectives :** (i) To investigate whether age, gender and previous educational qualifications of the PGDDE (Post-Graduate Diploma in Distance Education) learners have any effect on their present academic performance; (ii) physical conditions during the study (place, physical posture and disturbance) have caused any effect on academic performance; (iii) the amount of time spent during study has shown any effect on academic performance; and (iv) reading techniques adopted by the learners have caused any effect on their academic performance. **Method :** A sample consisted of 150 successful distance learners of the PGDDE programme of IGNOU were randomly selected. A structured questionnaire was used for the collection of data. The collected data was analysed with the percentage. **Findings :** (1) It is found that age, gender and previous academic qualification even some disturbances at home during study have no effect on the academic performance of the distance learners of PGDDE programmes of IGNOU. (2) Total hours spent on the studies, the reading techniques followed, notes taking, the quantum of units (content covered), the number of activities attempted, etc., have shown some effect on the academic performance of the learners. (3) Learning strategy followed by the individual learner is found to be the most important factor that has caused some important effect on the performance of distance learners. (4) Academic counselling sessions of PGDDE have no effect on the overall performance of the learners. The study has 11 references.

[02] Karim, Salma; Kamal, Mustafa Azad and Islam, Md. Mayenul. 2001. **Role of Radio and T.V. Programmes in Distance and Open Learning: A Case of Bangladesh Open University.** *Indian Journal of Open Learning*, Vol.10(2), 151-158.

**Objectives :** (i) To assess the effectiveness of Bangladesh Open Universities (BOU) Radio and TV programmes; and (ii) to suggest

the remedial measures to make the radio and TV programmes more effective for BOU students. **Method** : A sample consisted of 200 students of GDM programmes selected from ten regional resource centres of Bangladesh Open University. A structured questionnaire was used for the data collection. The collected data was analysed with percentage. **Findings** : (1) It was found that the Radio sets were available to more than 86 per cent of the total participants while only 50 per cent find it effective and helpful in their study. Nearly 4 per cent were not able to listen to the programmes regularly because of the unsuitable time schedule and 14 per cent do not have access to radio sets. Eighty one per cent find Radio programmes easy to understand while 19 per cent find them difficult. (2) The significant problems in the use of Radio programmes, the most frequent being : (a) Unsuitable time schedule, and (b) non-availability of time due to the business and /or family involvement of students. (3) TV sets were available to more than 71 per cent of the students. Of the remaining 29 per cent students who don't own TV sets, watched TV at their friends place. (4) The TV programmes, presented by BOU were appreciated by 85 per cent of GDM students. Nineteen per cent of the respondents reported that TV programmes of the GDM programme are helpful to gather general knowledge. (5) The responding viewers identified some problems in television programmes, which were, by and large, unsuitable time for viewing the programmes and power cuts. (6) Seventy nine per cent of the viewers expressed their opinion that the TV programmes should be presented on Fridays and between 7.00 pm to 9.00 pm. The study cites 11 references.

[03] Satyanarayana, Rampelli. 2001. **Students Support Services in Indira Gandhi National Open University-Study in Maharashtra Region**. Ph.D. Edu., *Osmania University*. Guide: Prof. Sandeep.

**Objectives** : (i) To examine in detail the structure and functioning of student support services; (ii) to ascertain from the clientele, their opinion on the delivery mechanism for its efficiency and effectiveness; and (iii) to critical evaluate the student support system/delivery mechanism in the light of the clientele group and suggest improvements for impact. **Method** : The sample consisted of the recipient having one-year educational experience of IGNOU programmes attached to 15 study centres and 2 work centres and one programme specific centre of Pune Regional Centre. The data were collected through questionnaire. The collected data was analysed both qualitatively and quantitatively. **Findings** : (1) Majority

of the respondents was happy with the system of information on admission and payment of fees (for re-registration). Most of the respondents were not happy with the existing arrangements relating to change of study centre, Region, change in the name and address. A very few learners had expressed their satisfaction. (2) Overall, the respondents felt bad about the dispatch of assignments to learners. Access to facilities at study centres was rated as 'Average'. Relatively, better rating was given to the access to the library than audio/video access and TV/VCR. Professional programme learners were not happy with the study centre facilities. (3) Majority of the learners was happy with the attitude of the coordinator but DLF, Diploma learners rated them low than other segments. (4) Only half of the respondents were happy with the existing time and location of the study centres. The rest were ambivalent. (5) Learners were mostly happy with the study centres with regard to attending learner queries, but less happy with regional centres and unhappy with Headquarters, in case of their attitude towards solving learners' problems. The study cites 253 references.

[04] Sharma, Mahesh Chand. 2001. **Teacher Education Through Distance Mode : An Indepth Study.** *Indian Journal of Open Learning*, Vol.10(2), 193-202.

**Objectives :** (i) To find out the strengths and weaknesses of the present teacher education programmes through distance mode; (ii) to examine the teaching-learning methodology adopted by the correspondence/distance education institutions for their teacher education programmes; (iii) to analyse the types and quality of instructional materials, feedback and evaluation process, audio-visual support and personal contact programmes; (iv) to suggest improvement in teacher education programmes offered through distance mode; and (v) to utilize findings/suggestions for improving teacher education programmes in the second and third phases of the research study. **Method :** A sample consisted of 14 faculty members and 30 students of Open Universities, Correspondence Course Institutes/Directorates of Distance Education. Student Profile, Teacher Profile, Preparation and Delivery of course material, and Student Support Services were used for collection of data. The collected data was analysed with percentage. **Findings :** (1) It was found the present practices of Teacher Education Programme offered through distance mode needs to be improved in essential aspects. (2) To establish credibility of Distance mode for professional

programme, a "critical mass" of core faculty to be provided was suggested to ensure the quality maintenance and professional outputs. (3) There was an urgent need to bring improvement in preparation and delivery of course material. (4) Student support services need special attention. (5) Due attention must be given to the teaching of practical component of the programme, and a provision of continuous and comprehensive evaluation to be made and to ensure smooth conduct of practical, effective monitoring and evaluation system is very much needed. (6) It is also opined that the students' fees may be utilized for the faculty improvement, quality maintenance and providing better facilities to students by enriching delivery systems and transactional strategies of the institutional concerned. The study contains 06 references.

[05] Sharma, Hemant Lata and Singh, Dharmender. 2001. **In-service Secondary Teachers Training through Distance Education in Haryana.** *Indian Journal of Open Learning*, Vol.10(2), 203-209.

**Objectives :** (i) To find out the reaction of trainees to different components of In-service Secondary Teachers Training through Distance Mode; and (ii) to receive suggestions for improvement of the ongoing B.Ed. programme through distance mode. **Method :** A sample consisted of 50 teacher trainees of Directorate of Distance Education from M.D. University, Rohtak in Haryana selected for the study. A reaction scale was used for the collection of data. The collected data was analysed using percentage. **Findings :** (1) The learners did not face any problem in getting the admission brochure, and all were fully satisfied with the clarity of instructions. (2) It was found that all the learners could not go through the study material before their Personal Contact Programme and 60 per cent of the learners agreed that they could not get time due to their professional and social responsibilities. (3) All the learners agreed that the resource persons delivered discussion lessons by doing pedagogical analysis of content and proper feedback provided on demonstration lessons. Twenty per cent of the learners were not satisfied with the feedback, they expressed that it could not help them in mastering some important teaching skills like stimulus variation, blackboard writing, etc. (4) Forty per cent learners could not get assignments from the Directorate. In such cases, the local coordinator arranged for assignments. Eighty per cent learners submitted their assignments and 60 per cent learners received them

back after proper feedback from Resource Persons. Rest 40 per cent learners did not take their assignments seriously, as there was no provision of internal assessment in B.Ed. programme. For writing the assignments, learners did not take any help from any regular B.Ed. student. (5) Eighty per cent of the learners agreed that school Principals/Headmasters/Headmistresses gave them proper timetable for teaching practice. The study cites no references.

## CURRICULUM

[06] Dey, Kamal Kr. and Saha Ashok Kr. 2000. **Diagnosis of Learning Difficulties in Chemistry**. *Vigyan Shikshak*, Vol.44(3-4), 7-11.

**Objective :** The study aims to find out the cause of difficulty in learning chemistry particularly among the average students.

**Method :** A sample comprised 4 students (2 boys and 2 girls) studying in Class XII. Diagnostic test covering Physical Chemistry was applied to collect the data. The collected data was analysed descriptively. **Findings :** (1) The students were found unable to find the relation among the variables, classify as per criteria, calculate, recall rules, determine chemical formulas with given data and identify the chemical substances, formula with given data and identify the chemical substances. (2) They were also found unable to perform operations in reverse way, given reasons for chemical phenomena, finds one to one correspondence, identify oxidant and reductant and find conditions of reaction. The study has 06 references.

[07] Goswami, Kavita and Pirta, R.S. 2001. **Creating Environmental Consciousness : An Experimental Study**. *Psycho Lingua*, Vol.31(1), 63-67.

**Objective :** The study was undertaken to apply the indigenous approach in the area of environmental psychology and experimentally study its impact in creating environmental concern.

**Method :** A sample consisted of 75 higher secondary girls between the age-group of 16-20 years were randomly selected from Government Senior Secondary School of Portmore, Shimla. The sample assigned randomly to three treatment conditions, 25

students in each — Experimental Group-I, Experimental Group-II and Control Group. The data were collected by using Awareness Component comprised of items related to knowledge of general environmental issues, Behaviour Component to assess the impact of information disseminated during the treatment on behavioural skills for environment protection, waste reduction and conservation of resources, and Intention Component measured to take pro-environmental action. The data was analysed with ANOVA. **Findings :** (1) The treatment almost equally and strongly affected both the experimental groups on environment concern. (2) The study revealed that a person might be interested to know about pollution but he would not pay attention to it unless he faces the specific problem like solid waste disposal, etc. The study cites nineteen references.

[08] Kidwai, Zeenat. 2000. **An Appraisal of Environmental Approach in Geography Teaching and its Enrichment.** Ph.D. Edu., University of Delhi. Guide: Prof. Najma Siddiqui.

**Objectives :** (i) To identify the objectives formulated by Geography curriculum developers, taking into account the recommendations related to Environmental Education (EE) in National Curriculum Development 1974-77, NPE 1986 and National Curriculum for Elementary and Secondary Education — A Framework 1988; (ii) to critically analyse how far these objectives are being fulfilled by the existing Geography curriculum at the secondary stage in different kinds of schools in Delhi; (iii) to identify the areas in the secondary school Geography curriculum which could be utilized more meaningfully to fulfill the objectives of the EE Programme; and (iv) to identify and develop relevant teaching strategies and skills for Geography. **Method :** A purposive sample of 25 teachers and 300 students of Class X drawn from two Government Schools, two Kendriya Vidyalayas and two Public Schools. A questionnaire was employed to evaluate the Environmental Awareness of Geography teachers and students. The collected data was analysed qualitatively as well as quantitatively. **Findings :** (1) The importance of environmental approach in Geography teaching, in various documents prepared by NCERT, but the importance of natural environment has been completely neglected in the discussions of the objectives of Social Sciences. (2) Though most of the topics identified as potential infusion elements of Environmental Education have been incorporated in the Geography syllabus at secondary levels but

sufficient details are not provided. (3) In the geography textbooks of Class IX, field activities suggested in the end of each chapter are of very general type and do not provide specific direction. (4) Most of the Geography teachers especially from Government Schools and Kendriya Vidyalayas usually do not avail the facilities for providing outdoor activities and direct experience of their local surroundings to their students. (5) It appears from responses of both the teachers and the students that their ecological concepts in Geography are not very clear. (6) Environmental awareness of teachers and students of Public Schools is found to be greater than that of Government Schools and Kendriya Vidyalayas. (6) Most of the students were interested in various environment-based topics of Geography syllabus but they had not been able to learn much according to their own assessment, which reflects in certain deficiencies in teaching and learning strategies. (7) It was found that though the Geography teachers seem to have satisfactory awareness of various general environmental issues and values but they were not able reflect it in their teaching as only fifty per cent of students are having satisfactory awareness of these issues. The study has 155 references.

[09] Ramakrishna, A. 1999. **Curriculum for Disaster Preparedness**. Ph.D. Edu., *Osmania University*. Guide: Prof. Malladi Sree Rama Murthy.

**Objectives** : (i) To establish behavioural traits essential to meet natural disaster situation; and (ii) to suggest the curricular activities at primary school level for developing the behavioural traits essential to meet the disaster situation. **Method** : A sample consisted of people concerned with the field of disaster management as experts from both India and abroad, students in the field of education and social work and relief workers from National and International bodies who had direct bearing over disaster victims. Questionnaire containing 100 items of behavioural traits, which are essential to meet the disasters, was used for data collection. The collected data was subjected to chi-square test. **Findings** : (1) Natural disasters recur regularly in India. (2) The behavioural traits essential to meet the disaster situations are adjustment, affection and friendliness, alertness, altruism, cooperation, coordination, courage, decision-making ability, enthusiasm, independent thinking, initiative, leadership, rationality, realism, sharing, spontaneity, sportsmanship and sympathy. 106 references are cited.

[10] Sharma, Reeta. 2000. **Performance of Students in Science Practical Skills at Secondary Level.** *School Science*, Vol.XXXVIII(1), 68-70.

**Objectives :** (i) To assess the abilities of students in certain skills related to a practical task; and (ii) to find if some difference exist in the performance of boys and girls in different skills. **Method :** A sample consisted of 33 students (20 boys and 13 girls) drawn from Class X of Kendriya Vidyalaya situated in Bhopal. Practical task for testing the presence of starch in food materials was administered for the collection of the data. The collected data was analysed using mean, SD, percentage and 't' test. **Findings :** (1) It was found that the students acquired high levels of mastery, the ability of planning and observation but acquisition of ability to draw conclusion was not so appreciable. (2) In the skill of planning the average score of boys was more than that of girls, but not found statistically significant. (3) In the skills of observation, girls performed better than boys though the difference was not statistically significant. (4) In the skill of drawing conclusion the average score of boys were slightly more than that of girls but again not found significant. 08 references are cited.

[11] Sindhu, R.S. 2000. **Reflective Study on the Level of Learning of Integrated Secondary Science and Curriculum.** *Journal of Indian Education*, Vol.XXV(4), 73-78.

**Objectives :** (i) To find out the level of learning of some concept in terms of integration of different disciplines of science; (ii) to find out overall differences in the levels of integrated learning of science by students; and (iii) to find out the differences in the levels of learning by the students in different concepts with respect to integration of science. **Method :** A sample of 72 students drawn from two different schools situated in Bhopal studying in Class X. A questionnaire was employed for data collection. The collected data was subjected to 't' test. **Findings :** (1) It is found that the learning of integrated science has not reached a desired level. (2) It has also been found that in case of some concepts, differences lie in the achievement in the same school as well as between different schools. (3) It is noted that the students in general have achieved high level of integrated learning in those subject areas which are directly related to human being. (4) It is also revealed that the teachers who teach those integral topics which encompass their



disciplines, fare better in teaching, hence, high performance by the students, while in case of those teacher who teach those topics that are not related to their disciplines do not bring about the desired impact in teaching which leads to poor performance of the students. The study has five references.

[12] Singh, Bhoodev. 2000. **Quantity and Quality of Mathematical Creative Thinking in the Adolescents.** *National Journal of Education*, Vol.VI(1), 35-46.

**Objective :** The study aims to identify the relationship between quantity and quality of mathematical creative thinking in adolescents. **Method :** A sample consisted of 285 students (100 urban male, 50 urban female and 100 rural male, 35 rural female) of Intermediate Colleges of Sultanpur district. Mathematical Creativity Test developed by Singh (1987) was administered on the students. The collected data was subjected to Percentage, Mean, SD, 't' test and co-efficient of correlation. **Finding:** It was found that the quantity and quality of mathematical creative thinking were significantly related to each other. The study cites 28 references.

[13] Singh, D.V. 1999. **Values in School-based Curricula.** *The Primary Teacher*, Vol.24(4), 06-13.

**Objective :** The study aims to investigate how the basic values of democracy, egalitarianism and secularism, which Indian Society aspire to achieve are placed in school-based curriculum. **Method :** For the purpose, school curriculum was examined on four levels as: (a) analysis of textual material, (b) interview to know teachers perceptions of curricula, (c) non-participant semi-structured observation of the classroom on the application of curricula, and (c) observation on Institutional climate. The collected data was analysed descriptively. **Findings :** (1) The hidden curricula as translated in the textual materials continue to emphasize authoritarian and hierarchical social values of the past. The revelation of democratic, egalitarian and secular values more objectively is yet to happen. (2) Teachers' perceptions were limited to the face value of the written texts and not their import. (3) Evaluation of students performance was confined to the memorisation of information. (4) It was also found that school environment with traditional methods and activities remains non-participatory for individual students. The study cites no references.

[14] Singh, P. N. and Bajpai, Anjali 2000. **Some Factors Effecting Understanding of Concepts in Life Sciences**. *National Journal of Education*, Vol.VI(1), 17-21.

**Objectives :** (i) To construct and standardise a tool for measuring understanding of concepts in life science; and (ii) to find out the level of understanding of concepts of life sciences of Class XI science students and factors affecting it. **Method :** The sample consisted 331 students (200 boys and 131girls) of biological science from Class XI of CBSE affiliated schools of Varanasi city, selected randomly. Life Science Understanding Development Test (LSUDT) developed by the investigator was used for the collection of data. Mean, SD, 't' test, and z-score were used in the analysis of the data. **Findings :** (1) Analysis revealed that age, gender and parents income have some effect on the understanding of the concepts in life sciences. (2) It was also found that conceptual understanding is maximum at the age of 16+ years. The study cites 05 references.

[15] Tripathi, M.P. 2000. **A Comparative Study of Environmental Awareness of Students Studying in Central Schools and Other Schools at 10+ Level**. *National Journal of Education*, Vol.VI(1), 47-51.

**Objectives :** (i) To compare the environmental awareness of boys and girls students of Central Schools; (ii) to compare the environmental awareness of science and arts students of Central Schools; (iii) to compare the environmental awareness of students studying in Central Schools and other schools having same syllabus; and (iv) to compare the environmental awareness of students studying in Central Schools and other schools having different syllabus. **Method :** The sample consisted of 600 students was selected from 18 schools of six districts of Uttar Pradesh. Environmental Awareness Inventory (EAI) developed by researcher was used for the collection of the data. The collected data was analysed with the Mean, SD, and 't' test. **Findings :** (1) The difference between boys and girls students of Central Schools was found to be significant with respect to their environmental awareness. Male students were found significantly higher than girl students. (2) There was significant difference between environmental awareness of science and arts students of Central

Schools. Arts students were found significantly higher than science students with respect to their environmental awareness. (3) There was no significant difference between the students studying in Central Schools and other schools having same syllabus. (4) There was no significant difference between environmental awareness of the students studying in Central Schools and other schools having different syllabus. The study cites 09 references.

## ECONOMICS OF EDUCATION

[16] Aprain, P.J. 2000. **Economics, Education and Security — An Integrated Approach**. Ph.D. Economics, *Shivaji University*. Guide: Prof. Ranganath Bharadwaj.

**Objectives :** (i) To evaluate the adverse implications and the missing components of the present educational system from individual and societal point of view based on a sample survey of college principals in India; (ii) to examine and outline suggestive measures to bring about necessary reorientation in the system; and (iii) to highlight the significance of endeavours through special institutions for promoting education for peace and harmony. **Method :** A sample comprised of 264 college principals selected randomly from 2600 colleges situated all over the country representing all zones. Data was collected with the help of a Questionnaire in both objective and subjective manner. Analysis of percentage distribution and chi-square were applied for data analysis. **Findings :** (1) It was found that the critical problems associated with the present educational system were lack of uniformity in the curriculum and prevalence of much gap between theory and practice, misuse of funds, over emphasis on examination and grading, reservation policy and lack of infrastructure facilities. (2) It was also revealed that the colleges were ready to participate in various programmes aimed at revamping educational sector with the help of governmental and non-governmental agencies. (3) A strong association was found between the attributes of development, on one hand and non-formal education, life-long process of education on the other, independence between zones, location and type of colleges on one hand and problem perspectives of education on the other. (4) It was suggested that universalization of education for attaining social harmony could

be achieved through kinds of education like women education; work place based adult education, education for criminals and prisoners, family education and education of vulnerable group. (5) One course dealing with social work component was necessary in college curriculum. 54 references are cited.

[17] Mythili, N. 2001. **Cost-Mix for Achieving Higher Quality Schooling**. *Perspectives in Education*, Vol.17(3), 155-164.

**Objective** : The study aims to examine the role of private expenditure for achieving higher quality of education in primary schools. **Method** : Three villages each from two talukas of Shimoga district viz. Tirthahalli, having highest literacy rate and Shikaripur, having lowest rate, of Karnataka with a government lower primary schools each were selected for the study. Structured Questionnaire, informal interviews and home-to-home survey were carried out for data collection. The data was analysed using 't' test and Correlations. **Findings** : (1) There exist a significant correlation between household expenditure and higher quality of education as it was found that wherever the private expenditure is higher, quality of education is also high. (2) It was also found that household expenditure contributes more for higher quality of education than blend of public and private expenditure. The study cites 27 references.

[18] Paul, P. James Daniel. 2001. **Selectivity Bias in Schooling Choice**. *The Indian Economic Journal*, Vol.48 (4), 92-94.

**Objective** : The study aims to identify the household characteristics, which influence the choice of schooling between private and government schools at the higher secondary level. **Method** : A sample consisted of 100 students of higher secondary level from two schools, one government and one public school of one municipal area of Coimbatore district of Tamil Nadu. The data was collected using questionnaire and Interview Schedule. ANOVA and Logistic Regression were used for data analysis. **Findings** : (1) It was found that age, gender, father's age, mother's age, education of both the parents numbers of male and female children in the households, earning of father and mother and distance of the school do influence the choice of the school. But the difference was only marginal. (2) There were not much of a difference found in the facilities available in the school. The study cites 16 references.

[19] Yadav, Saroj.1998. **A Study of Cost Effectiveness of Training Strategies in Population Education.** *The Primary Teacher*, Vol.23(3), 29-43.

**Objectives :** (i) To compare the training strategies in terms of improving the awareness level of teachers in respect of population related issues; (ii) to compare the training strategies in terms of improving the knowledge regarding teaching skill application in population education; (iii) to compare the training strategies in terms of cost incurred per teachers; and (iv) to study cost effectiveness of the training strategies in population education.

**Method :** A sample of 100 school teachers of primary stage selected under one-day training in Maharashtra integral training, Madhya Pradesh three-tier training, Orissa, two-tier training, Delhi, and two-day training, Mizoram, respectively, using purposive sampling procedure. The data was collected using Population Education Awareness Test, Teaching Application Questionnaire and General Information Schedule. The collected data was subjected to analysis of variance and 't' test. **Findings :** (1) Improvement in the awareness level of teachers related to population issue was found statistically significant only under two-tier training and three-tier training adopted in Delhi and Orissa, respectively. (2) It was also revealed that the effectiveness in terms of gain in awareness decreased with the increase in tiers. (3) Two-tier training was found to be the most effective strategy for improving the knowledge of teaching skills in population education. (4) No significant difference was observed in the awareness level of male or female, young or aged teachers with varied educational background and teaching experience. (5) Three variables, namely marital status, type of family and income level of the teachers were found significantly correlated under two training strategies. (6) Teachers of higher age-group under integrated training strategies were found more knowledgeable about teaching skills than the young teachers. (7) A positive correlation was found between teaching experience and the knowledge of teaching skills. (8) Personal cost component under two-tier training strategy was very high though paid by the State Government, whereas under integral training this component was quite low. (9) Integrated training strategies adopted by Madhya Pradesh was the least costly, whereas the two-tier training strategy adopted by Delhi was the most costly. The second least costly was the independent one-day training followed in Maharashtra and the second most costly was the independent two days training adopted in Mizoram. The study has no references.

## EDUCATION OF SC/ST AND MINORITIES

[20] Latchanna, G. 1996. **A Comparative Study of Grade-repeaters and Drop-outs in Tribal and Non-tribal Primary Schools.** Ph.D, Edu., *Andhra University*. Guide: Prof. P. Mohan Rao.

**Objectives :** (i) To undertake a comparative study of Grade-repeaters and drop-outs in Tribal and Non-tribal area; (ii) to examine the causes of wastage and stagnation; (iii) to estimate unit cost for Tribal and Non-tribal pupils and work out the monetary value of wastage; and (iv) to suggest measures for improving enrolment and the retention rates to be maintained at 100 per cent.

**Method :** A Sample consisted four primary schools from Seethampeta Mandal having high tribal population and two schools from Palakonda Mandal with low tribal population. Primary data was collected from records and registers of the school, structured interview schedules and Field notes and secondary data was collected from Census report of GOI from 1951-1991, Fourth Survey of Educational Research, Fifth All India Educational Survey, 1992, NCERT, *Education for All*, a Graphic Representation of NIEPA, 1994, *Statistical Abstracts*, Bureau of Economics and Statistics, Govt. of A.P. *Handbook of Statistics from 1956-57 to 1991-92* published by Directorate of Economics and Statistics, A.P. *Education Commission Reports and District Handbook*, District Planning Office, Srikakulam, 1987 to 1993. The technique of regression analysis and correlation of coefficients were used to analyse the data. **Findings :** (1) The average size of the Primary School in the Tribal area was smaller than that of the Non-tribal Primary Schools. Though the facilities were same in both the schools and also it did not make any difference in the estimation of unit cost of primary education. (2) The smaller size of the Tribal Primary School caused greater wastage of expenditure than the Non-tribal Primary School. (3) The ratio of wastage in the form of Grade-repeaters and Drop-outs was high in the tribal primary schools than the Non-tribal Primary Schools because of various sociological and economic factors. (4) Given, the same pattern of administrative arrangements and infrastructure facilities, the cost per pupil in the tribal primary school was found to be Rs 2.51 times more to that of Non-tribal Primary Schools.

[21] Pachauri, A. C. 2000. **Cardinal Invariance : Cognitive Ability of Second Grade ST/SC Children of Multi-grade Schools.** *Indian Educational Review*, Vol.36(1), 76-84.

**Objective :** The study intended to investigate relevance of the teachers' training in developing cardinal invariance by the second grade ST/SC children of multi-grade schools. **Method :** A sample comprised of 50 children, 34 from ST (15 boys and 19 girls) and 16 from SC (9 boys and 7 girls) of the second grade studying in the multi-grade schools of the Khedisamligarh cluster resource centre of Betul block (district of Betul — a DPEP district under the RGPSM scheme) of Madhya Pradesh. The Piagetian (1965) cardinal invariance task was administered, elicited 1:1 correspondence, judgement decision and rationale for explanation for the collection of data. The Omega Statistics was applied to analyse the collected data. **Findings :** (1) Only 16 per cent of the children manifested cardinal variance status, after applying Piagetian criterion (75 per cent). Hence, they revealed three/four years of delay in the development of the logico-arithmetical ability. (2) Thirteen to 33 per cent of these children failed to construct 1:1 correspondence of six elements, which forms a necessary prerequisite for the development of cardinal concepts by the children. (3) They also failed to view the context of invariance holistically constructing a judgement. **Conclusion:** Teachers training programmes must be developed that would sensitize the teacher trainees for building/nurturing of logico-arithmetical skills in disadvantaged children. 11 references are cited.

## EDUCATIONAL ADMINISTRATION AND MANAGEMENT

[22] Sudha, T. 1997. **A Study of the Leadership Effectiveness in Secondary Schools of Delhi.** Ph.D. Edu., *Jamia Millia Islamia*. Guide: Prof. Mohd. Miyan.

**Objectives :** (i) To delineate the characteristics of a good school; (ii) to understand the organizational structure of secondary schools under different managements viz. Government/Government aided and private schools; (iii) to study the school climate of two different sets of schools viz. Government/Government aided and private schools; and (iv) to analyse the basic behavioural styles, managerial styles and administrative effectiveness of Principals of schools and its relationship with school climate and performance. **Method :** A sample consisted of 100 Principals, 50 Teachers and 50 Parents

selected from 60 Government/Government aided and private secondary and senior secondary schools. LEAD self-questionnaire (Paul Hershey and Blanchard, 1964), Management Style Diagnostic Test (Bill Reddin, 1987), Administrative Effectiveness Scale (Amita Bhatnagar, 1980) and School Climate Scale (Gupta, 1987) were used for data collection. Central tendency, dispersion, correlation coefficient, 't' test and F-ratio were employed for data analysis. **Findings :** (1) Effective Leaders/Principals of Government/Government aided and private schools were administratively effective and managerially flexible. They followed mostly a dominant Missionary managerial style; rejected Deserter style of management and provided most favourable climate for learners to learn and teacher to teach. (2) Effective Private School Principal, used participatory, related basic behaviour style, i.e. high relation low-task orientation. Whereas effective Government/Government aided School Principals use selling style, which was an integrated style of high task and high relation orientation. (3) Good school leadership was observed in the school plant maintenance, clean surroundings, high academic achievement at 10+2 examination, high profile in curricular and cocurricular activities and clear philosophy and objectives. (4) Private good school principals spent more time in teaching regular classes, planning school activities and spending extra hours in schools, whereas Government/Government aided good school Principals spent more time on resolving the problems of the students and teachers and on miscellaneous and cocurricular activities. (5) Private good school Principals had better communication channels with the members of the management. (6) Government/Government aided good schools situated in closer proximity to the management, were benefitted with the better and faster communication facilities. (7) There was a negative correlation between autocrat style and favourable school climate. (8) There was a positive correlation between the age of the Principal and favourable school climate, teaching experience and administrative effectiveness, and teaching experience and favourable school climate. The Government/Government aided school Principals of higher age-group used autocrat style. The study cites 173 references.

[23] Taj, Haseen. 2000. **A Search for Interaction of Dispositional and Situational Variables on the Administrative Behaviour of School Heads.** *Journal of Community Guidance and Research*, Vol.17(3), 223-233.

**Objectives :** (i) To examine the relationship between Dispositional variables namely personal-interpersonal social adequacy of



secondary school Heads and their administrative behaviour; (ii) to find out the main effect of dispositional variable namely, personal-interpersonal social adequacy of secondary school Heads on Administrative Behaviour; (iii) to find out the main effect of situational variables, namely, gender, type of school management, educational qualification, field of specialization and length of experience of secondary school heads on their administrative behaviour; and (iv) to examine the interaction effect of each of situational variables, namely, gender, type of school management.

**Method :** A sample of 192 secondary school heads belong to Government/Corporation, Private aided and Private unaided schools drawn proportionately as 2:5:4 respectively giving equal representation to gender. Administrative Behaviour Scale (ABS) by Haseen Taj (1989) and, Personal-Interpersonal-Social Adequacy (PISA) Scale by Nalini Rao (1985) were used to collect data. The collected data was subjected to F-ratio, correlation, 't' test and Skewness. **Findings :** (1) Secondary school heads scored high on social component of adequacy than on the personal and interpersonal components. (2) Except educational qualification and experience, none of the situational variables had any effect on the administrative behaviour of school heads. (3) Female heads were found more administrative in nature than male heads but the difference was not statistically significant. (4) Heads of Private aided schools were more administrative than their counterparts from private unaided schools and Government/Corporation schools. (5) Heads with arts specialization scored high on administrative behaviour than heads with science specialization (6) Heads with more teaching experience were also found more administrative in nature. (7) The dispositional variables of personal- -interpersonal social adequacy had significant positive relation with administrative behaviour of school heads. (8) All the three sub-components of personal adequacy and two sub-components of interpersonal adequacy were highly significant and positively related to administrative behaviour. (9) Highest correlation was obtained between work-orientation and administrative behaviour and lowest correlation on enlightened trust and administrative behaviour of secondary heads. (10) There was a strong interaction between sex and personal interpersonal social adequacy. (11) It was revealed that administrative behaviour of the heads was independent of type of school management. The study has 11 references.

[24] Roy, Uma. 1999. **A Study of the Educational Problems of High School Students in West Garo Hills District in Relation to the Organizational Climate of Schools.** Ph.D. Edu., North Eastern Hill University. Guide: Prof. K.S. Lyngdoh.

**Objectives :** (i) To find out the educational problems of high school students in West Garo Hills district, Meghalaya; (ii) the organizational climate of the high schools in West Garo Hills district; and (iii) the associations, if any, between educational problems with the organizational climates of the high schools. **Method :** A sample consisted of 106 teachers and 266 students from 10 high schools (three schools, two deficit and five Private government) from West Garo Hills district of Meghalaya. Self-constructed questionnaire on educational problems and School Organizational Climate Description Questionnaires by Motilal Sharma were used for data collection. Chi-square was applied for data analysis. **Findings :** (1) Majority of the students had tensions due to fear of failure in the examination because of lack of preparedness, over-burdening examination system and over-loaded syllabus. (2) Most of the students could not keep a proper study schedule, as they were not systematic and organized in their approach towards study. (3) The infrastructure in schools provided by the administration was inadequate as majority of the students felt that the provided library facilities were insufficient. (4) Majority of the students was heavily pressurized with the workload given by their teacher. (5) Parents were helpful and encouraging towards their children. Most parents were found to take an active interest in the educational activities of their children. The study cites 153 references.

## EDUCATIONAL TECHNOLOGY

[25] Ahluwalia, Manjeet and Sharma, Anuradha. 2001. **Media in TLC in Punjab.** *Indian Journal of Adult Education*, Vol.61(4), 61-66.

**Objective :** The study was undertaken to examine the role of media on mobilization and motivational aspects of TLC (Total Literacy Campaign) in Punjab. **Method :** A sample comprised 228 learners and 31 functionaries/volunteers selected randomly from Hoshiarpur Block, Gathgarh, Garhshankar, Dasuya and Mukerian of Hoshiarpur district in Punjab. Interview Schedule and Questionnaire were employed for data collection. The collected data

was analysed with percentage analysis. **Findings :** (1) Volunteers were the most valuable resource for providing information and in motivating the learners to join the literacy classes and for sustaining their interest in the classes. (2) School-going children and local organizers also formed the part of the providers of the personal service. (3) Both electronic media and folk media were valuable in influencing the attitude of the learners and creating an awareness about literacy and developmental issues. (4) It was found that environment building and mass mobilization programmes should continue throughout the period of the programme to sustain the interest of the learners in various learning programmes. (5) Functionaries response indicated that folk art was the best medium for literacy campaign in creating awareness and mobilization of the masses. (6) All functionaries opined that posters effectively bring literacy related awareness among the masses. The study cites no references.

[26] Dharma Raja, B. William; Anandan, K. and Mohan, S. 2000. **Computer Anxiety, Computer Attitude and Achievement in Computer Science among Rural and Urban Higher Secondary Students.** *School Science*, Vol.XXXVIII(1), 86-91.

**Objectives :** (i) To study the computer anxiety, computer attitude and achievement in computer science of the Rural and Urban High Secondary Students; (ii) to find the correlation between computer anxiety and achievement in computer science; and (iii) to find out the correlation between computer anxiety, computer attitude and achievement in computer science among Rural and Urban Higher Secondary Students. **Method :** A sample comprised 227 computer science students (103 rural 124 urban) of higher secondary classes drawn from two rural and urban higher secondary schools. Computer Anxiety Scale (CANS) developed by Marcoux et al. (1985) and improved by Jennifer L. Dyck et al. (1997) and 16-19 Computer Attitude Scale (CATS) by Neil Selwyn (1997) were administered for the collection of the data. Statistics like Mean, SD, CR and correlation were applied for data analysis. **Findings :** (1) In general, students had low computer anxiety and neutral attitude towards computers. (2) There was no significant difference between rural and urban students in computer anxiety and computer attitude. (3) The students of urban and rural areas did not differ significantly in computer achievement. 7 references are cited.

[27] Lohumi, Manju. 2001. **Media and Adult Education in Himachal Pradesh.** *Indian Journal of Adult Education*, Vol.61(4), 47-54.

**Objectives :** (i) To study quality and content of information about adult education and literacy disseminated through the media and the manner in which it was done; (ii) to analyse coverage of adult education and literacy in print media on the basis of material supplied to media persons; (iii) to devise mechanism to elicit active support of media for popularizing literacy and education. **Method :** A sample consisted of 20 media persons, 20 organizers, and 40 beneficiaries from 12 districts of Himachal Pradesh, viz. Kullu, Mandi, Shimla and Sirmur. Interview schedule for media persons, administrators and beneficiaries were used for the collection of data. The collected data was analysed with percentage. **Findings :** (1) The coverage of the programme in the print media was satisfactory as compared to efforts put in by the organizers but there had been no sustained effort to motivate media persons to take initiative in this regard. (2) The efforts of the organizers at the state and districts levels to seek media support were not adequate and effective as the officials entrusted with the task did not have a clear perception about the strategy to be evolved for creating awareness about the programme and give it wide publicity. (3) The media persons were associated with the programme right from its launching but the organizers lacked initiative for maintaining a close rapport with the media persons and providing them necessary information on a regular basis. (4) In the districts, the organizers mainly depended on official channel of DPRO for supplying information to the press. (5) The organizers offered a wide range of suggestions for seeking effective media support such as holding of regular press conferences, producing high quality video films and audio-cassettes, providing sufficient material to press about the activities of the programme, organizing the publicity campaign, giving advertisements in newspapers, and actively involving the teachers. Contributing articles in regional newspapers and seeking editorial support for the programme were also suggested. (6) The administrators and NGOs were of the view that the literacy rate would increase from 63.54 per cent in 1991 to nearly 90 per cent in 2001 Census. Success could be gauged from the fact that at primary level the enrolment was 100 per cent and drop-out rate at this time is as low as only 0.2 per cent. The study cites no references.

[28] Pulist, S.K. 2001. **Transition to Internet-Based Learning in IGNOU: A Learner's Perspective.** *Indian Journal of Open Learning*, Vol.10(2), 135-149.

**Objectives :** (i) To analyse the method and procedures adopted by IGNOU to provide support services to the Internet learners; (ii) to study the problems faced by the learners who initially opted for Internet mode; (iii) to analyse the operational difficulties of the University in accomplishing the task of providing support services to the Internet learners; and (iv) to highlight various uncontrollable variables which affected the operations of the University. **Method :** A sample consisted of 162 learners out of 552 learners of BCA programme who switched over from Internet mode to regular/integrated mode during 1999 of IGNOU were selected for the sample. A comprehensive questionnaire used for the collection of the data. The data was analysed with percentage. **Findings :** (1) The programme was directly managed and run by the School of Computer and Information Science. Other outlets (Regional Centres and Study Centres) were not involved in the programme delivery; other wings of the University were not able to give the core information pertaining to Internet programmes to the learners. However, utilization of the University network throughout the country could have helped in removing misgivings of the aspirant learners about the programme. (2) The Internet Access Points empanelled by the University did not come up to the expectations of the learners and became the major source of problem generation not only for the students but for the University as well. Many Internet Access Providers (IAPs) were not providing the quality services for which they were, in fact, empanelled. Since, the learners were utilizing Internet as their Study Centre for all intents and purposes, the extent of dependence of the learners on these IAPs was very high. (3) The University Website needs to be managed professionally in order to enhance its performance level and outside agency could be engaged for the purpose in case in-house expertise is not available. The study has 12 references.

[29] Rajaswaminathan, B. 1998. **Impact of Multi-media Package on the Teaching of Commerce with Reference to Select Variables.** Ph.D. Edu., *Bharathidasan University*. Guide: Prof. S. Purushothaman.

**Objectives :** (i) To find out the effect of the Inquiry Training Model on the students Academic Achievement, Inquiry Skills, Creativity,

Autonomy in Learning, Tolerance of Ambiguity and Tentative Nature of Knowledge; (ii) the interaction effect of Treatments and gender on the students' Academic Achievement, Inquiry Skills, Creativity, Autonomy in Learning, Tolerance of Ambiguity and Tentative Nature of Knowledge; and (iii) the mutual relationship among the Academic Achievement, Inquiry Skills, Creativity, Autonomy in Learning, Tolerance of Ambiguity and Tentative Nature of Knowledge. **Method :** The sample comprised 108 students, 54 from each school of Class IX from two rural Government Higher Secondary Schools was selected on the basis of age, intelligence, and the scores obtained in the achievement test. Creativity Test (Dr. Roma Pal), Inquiry Process Test, Tolerance of Ambiguity Scale, Tentative Nature of Knowledge Scale (researcher and Dr. C. Chendur Pandian), Autonomy in Learning Scale (researcher and Mr Raja Swaminathan), and Achievement Test (researcher) were used for the collection of data. The collected data was analysed with 't' test, ANOVA, Product-Moment Correlation. **Findings :** (1) The Inquiry Training Model was found to be more effective in promoting Academic Achievement, Inquiry Skills, Creativity, and Autonomy in learning, Tolerance of Ambiguity and Tentative Nature of Knowledge of the students. (2) The interaction effect of Treatments and gender on Academic Achievement, Inquiry Skills, Creativity, and Autonomy in Learning, Tolerance of Ambiguity and Tentative Nature of Knowledge of the students under the Inquiry Training Model was not found significant. (3) Significant and mutual relationship was found among Academic Achievement, Inquiry Skills, Creativity, Autonomy in Learning, Tolerance of Ambiguity and Tentative Nature of Knowledge of the students taught through the Inquiry Training Model.

[30] Rajaswaminathan, B. and Rengarajan, V. 1999. **In-service Training Programme for Resource Persons: Use of ET Equipment.** *Journal of Educational Research & Extention*, Vol.36(3), 29-38.

**Objective :** The study aims to examine the use of ET equipments in in-service training programme for resource persons. **Method :** A sample consisted of 45 resource persons (37 males and 8 females), of which 13 were additional/assistant Elementary Educational Officers, 16 Headmasters and 16 Teachers, who participated in a secondary level training at DIET, Pudukkottai, Tamilnadu. Modified version of Dharam Prakash and Jitendra Singh's (1998)

questionnaire was used for collection of data. The collected data was analysed with percentage. **Findings :** (1) The study clearly revealed that Over Head Projector and Slide Projector have been extensively used by the Key Resource Persons during the training. (2) The majority of the participants felt that the pace of presentations by Key Resource Person faster when the KRPs use ET equipments. This implies that KRPs need special training in handling of ET Equipments. (3) All the participants unanimously opined that there was two-way interaction in the classroom and their queries were answered whenever they were raised. (4) Eighty per cent of participants preferred the use of both chalkboard and OHP. seven references are cited.

[31] Rengarajan, V.; Rajaswaminathan, B. and Balalah, C. 2000. 'Project APT' Teleconferencing for Post-graduate Teachers in English : An Appraisal. *The Educational Review*, Vol.106(7), 110-113.

**Objective :** The study aims to find out the reaction of teachers towards the Project APT, a teleconferencing programme, one-way video and two-way audio interaction, a British Council Action Plan for Teachers (APT) in collaboration with Regional Institute of English, South India in terms of their interest, quality of audio and video receptivity, adequacy of time allotted, language of the presentations, infrastructural facilities and areas for future programmes. **Method :** A sample consisted of 26 post-graduate teachers (18 male and 8 female) teaching at higher secondary level of Pudukkottai and Sivaganga revenue districts of Tamil Nadu attending the 'Project APT' teleconferencing programme of 5 days at District Institute of Education and Training (DIET), Pudukkottai, Tamil Nadu. Reaction Scale of likert type developed by the researcher was used for the collection of data. The collected data was analysed using percentage. **Findings :** (1) Teachers had suggested some areas to focusses during future programmes. These may be taken into account, while planning for future programme. (2) Time allotted to ON/Air session was not sufficient, because both the presentation by the experts and question-answer session had to be completed within one hour. (3) Time for question-answer session may be increased, and questions from each participant may be answered immediately. (4) Majority of the teachers agreed to the good of audio and video quality. 8 references are cited.

[32] Reddy, D. Janardhna. 2001. **Mass Media in Adult Education in Andhra — Access, Exposure and Preferences of Neo-literates.** *Indian Journal of Adult Education*, Vol.61(4), 67-72.

**Objectives :** (i) To examine the extent of access to the mass media in rural areas; (ii) to assess the level of exposure of Neo-literates to the mass media; and (iii) to identify preferences of Neo-literates in relation to the types of media. **Method :** A sample consisted of 80 neo-literates selected from the four Gram Panchayats of Chittoor district. A structured interview schedule was used for the collection of data. Percentage analysis was applied for data analysis. **Findings :** (1) Out of the three modes of media — TV, radio and newspaper — the level of exposure to TV was very high among Neo-literates. Most of them were watching TV, either regularly or occasionally. Most of the Neo-literates were showing interest in films and serials. News was also an interesting item for nearly half of the respondents. (2) Fourth priority was given to general science programmes (agriculture, health, etc.). (3) The exposure to newspaper was higher than the exposure to radio, though the availability of newspaper in rural areas was lesser than radio. The main reason for better exposure to the print media might be due to the fact that newspapers were supplied to Continuing Education Centres where Neo-literates were enrolled as learners. The study cites no reference.

## GUIDANCE AND COUNSELLING

[33] Sidhu, R. 2000. **Nature of Discipline and Perception of Transgression by High and Low Risk Mothers and their Children.** *Journal of Community Guidance and Research*, Vol.17(3), 249-254.

**Objective :** The study aims to investigate the nature of discipline and perception of transgression by high and low risk mothers of their children. **Method :** A randomly selected sample of 100 children between 6-12 years of age and their mothers were taken for the study purpose. Corporal Punishment Usage Potential Inventory based on the Scale of Milner and six transgressions in form of vignette were used to collect the information. The collected data was analysed with 't' test. **Findings :** (1) High risk mothers evaluated each transgression more seriously than low risk mother. (2) Children of high risk mothers considered the social and



prudential transgression significantly as more serious than the children of low risk mothers. (3) High and low risk mothers differed significantly in verbal aggression, as high risk mothers were significantly higher in use of verbal aggression for social and prudential transgression. (4) Both high and low risk mothers had received considerably low score on simply stating for disciplining. 15 references are cited.

## LANGUAGE EDUCATION

[34] Meera, K.P. 2000. **Language Aptitude, Select Attitudinal and Motivational Variables as Correlates of Achievement in English of Secondary School Students**. Ph.D. Edu., Calicut University. Guide: Prof. Kamala S. Pillai.

**Objectives :** (i) To find out the main effect and interaction effect of select independent variables on Achievement in English — Vocabulary, grammar and comprehension; (ii) to estimate the extent of relationship between Achievement in English and each of the independent variables selected for the study for total samples based on gender, locale and type of management of schools; and (iii) to find out the best predictors of Achievement in English from the select independent variables and to determine the relative weight with each predictor variable contributes to Achievement in English of Secondary School Students. **Method :** A sample consisted of 750 students selected on the basis of gender with 1:1 ratio, locale of the school, (Rural/Urban) with 2:1 ratio, type of management (Private/Government) with 2:3 ratio and Instructional efficiency as A:B:C-1:3:1 ratio (A - pass percentage above 75, B - pass percentage above 40-60 and C - below 20) through stratified sampling. Research tools like Language Aptitude Test (1996), Attitude towards English (1993), Scale of Attitude towards English Teachers (1996), and Achievement Test in English (1996) developed by the investigator and Attitude towards Education (1983) developed by Pillai, and Ayshabi and Achievement Motivation (1993) developed by Pillai, and Salim Kumar were used for data collection. The collected data was subjected to Mode, Skewness, Kurtosis, 't' test, ANOVA, Pearson's Product Moment Coefficient of correlation, and Multiple Coefficients of correlation. **Findings :** (1) Language Aptitude and Attitude towards Education were the best correlates of Achievement in English. (2) Attitude towards English Teachers and Teaching had significant relationship with Achievement in

English and Achievement Motivation did not show any significant relation with Achievement in English. (3) High mean Achievement in English scores were found to be associated with High Language Aptitude Group and Favourable — Attitude towards Education Group. 145 references are cited.

[35] Mohanty, Atasi. 2000. **The Problems of Teaching Oriya as a Second Language in Telugu Medium Classes.** *Indian Educational Review*, Vol.36(1), 85-100.

**Objectives :** (i) To find out the major problems encountered by the language teachers while teaching Oriya as a second language in Telugu medium classes and the probable causes behind these problems; (ii) to sort out what are the practical problems of the Telugu speaking students face while learning Oriya language; and (iii) to ascertain from which standard/class Oriya should be taught and what should be the proper method/devices of teaching it as a second language. **Method :** A sample consisted of 26 language teachers teaching Oriya and 200 Telugu speaking high school students reading Oriya as a second language from Ganjam district of Orissa. Questionnaire, Achievement Scores and Class-test Answer-scripts were used for the collection of data. The collected data was analysed with Mean, SD and 't' test. **Findings :** (1) The language teachers were not properly trained to teach Oriya as a second language. (2) The curriculum of Oriya as second language was given low priority. (3) Method of teaching was defective and textbooks did not match with the age of the students. (4) Inadequate library facilities' and insufficient cocurricular activities were provided to teach the language to linguistic minority. (5) The Telugu-speaking students were being introduced to Oriya language in Class VIII only, without having any background knowledge in Oriya. 14 references are cited.

[36] Sheorey, Ravi and Dies, Jeri H. 2001. **An Examination of Strategic, Self-regulated Learning among Advanced Level of ESL Students.** *Indian Journal of Applied Linguistics*, Vol.27(1), 5-26.

**Objective :** The study was undertaken to identify and examine certain learner — regulated variables, which appear to be under learner control during the language learning process — associated with advanced level proficiency among students when English is a

Second Language (ESL). **Method** : The sample consisted 171 (112 male and 59 females) international students enrolled for full time academic study at two universities of United States within the age ranged 17-40, studying English as a second language taken for the study. The Sub-scale of Second Language Learning and Study Strategies Inventory (SLLASSI) containing nine self-regulated variables and a 54-item questionnaire were employed for data collection. The collected data was analysed using ANOVA and bivariate inter-correlation. **Findings** : (1) It was found that advanced level ESL students had clear personal goals and were strongly motivated with respect to attainment of English proficiency. (2) ESL students also appeared to have a fairly solid understanding of the task associated with successful second language learning. (3) The advanced level ESL students considered the ability to communicate with native speakers and attained native like pronunciation as important task and they recognized that both time and effort were needed to master a second language. (4) No significant differences was observed between male and female students for any of the nine variables. (5) It also appeared that learners who had reached a high level of proficiency, whether male or female were driven by personal goals, were motivated learners and they were not particularly concerned about managing their time to study for their English classes and they did not seem to have to great deal of anxiety as they go about learning. The study cites 44 references.

[37] Vuppala, Jaya. 2000. **A Study of Teachers' Narratives: Factors Affecting the Learning and Teaching of English**. Ph.D. English, *Central Institute of English and Foreign Languages, Hyderabad*. Guide: Prof. Rani Rubdy.

**Objectives** : (i) To help the teacher articulate her beliefs and the theory of teaching that she believes in and what factors, if any have led her to these assumptions; (ii) to attempt a descriptive study of the contexts of teacher socialization which have helped crystallize her beliefs; and (iii) to identify and relate some of these beliefs to the teacher's classroom practice. **Method** : The study is a qualitative study and participant observation method was applied. A sample consisted of two teachers, some students and few parents. Unstructured questionnaire and interview, teacher seminars and informal conversation in conjunction with extended observations of teachers work were used for data collection. Data was analysed descriptively. **Findings** : (1) Both the teachers in the study had

strong beliefs that accrued over a period of time. (2) Most of these beliefs were implicit. They were intricately woven together in life experiences, which were varied in nature. (3) The beliefs were pertaining to strands of the culture that the teachers were exposed to. These cultures were familial, professional and also influence of powerful personalities and these beliefs affected their classroom behaviour and had an impact on the learners. (4) Teachers articulated these beliefs through the stories they told. (5) Some of the beliefs were not coherent and at times they even appeared self-contradictory.

## MEASUREMENT AND EVALUATION

[38] Ajitha, Nayar K. and Sankar, Subha. 1999. **Self-learning Instructional Materials in the Teaching of Biology: An Experimental Study.** *School Science*, Vol.XXXVII(1), 48-52.

**Objective :** (i) To compare the post-test scores of control and experimental group; (ii) to compare the pre-test and post-test scores of the experimental group; (iii) to compare the control and experimental group with respect to realization of objectives; and (iv) to compare the control group and experimental group with respect to retention test scores. **Method :** The sample consisted of 40 secondary school students of Class VIII. It was further divided into two groups, viz. Control group and the Experimental group. Self-learning materials prepared on two chapters of biology of Class VIII and Achievement test were used for data collection. The collected data was analysed with 't' test. **Findings :** (1) The experimental group, which used Self-learning Instructional Materials (SLIM), recorded a higher achievement score than the control group indicating that the learning strategy of using self-learning instructional materials was effective in improving the level of achievement. (2) SLIM was found effective in enhancing the performance of students as the experimental group scored significantly higher than that of the pre-test score. (3) The SLIM was most effective in attainment of higher order objectives — 'application' and 'skill'. (4) The difference between post-test scores of experimental and control group with respect to 'Knowledge' and 'understanding' was also significant. (5) The control group and experimental group do not differ significantly with respect to the retention test score. The study cites 11 references.

[39] Banerjee, S. K. and Banerjee, S. 2000. **On the Relative Effectiveness on the Conventional and Lecture Demonstration Method in Teaching Life Science at the Secondary Level.** *Vigyan Shikshak*, Vol.44(1&2), 9-12.

**Objective :** The study aims to examine the effectiveness of the C-M (Conventional Method) and LD-M (Lecture — Demonstration Method) in teaching life science in the classroom situation at the secondary level. **Method :** A sample of 75 girl students of Class VII divided into two groups 35 each in Group-I subjected to C-M and Group-II subjected to LD-M with the high, medium and low achiever as 1:2:1 were selected for the study. Objective test was used to assess the achievement of the students. ANOVA and 't' test was used to analyse the data. **Finding:** The lecture — demonstration method significantly elevated the 'knowledge' and 'understanding', but not the 'skill' of the students concerned. Thus, the lecture — demonstration method appeared to be a better alternative than the conventional method in teaching at least some topics in life science with a yield of elevated 'knowledge' and 'understanding' of those content topics. The study cites 08 references.

[40] Barnabas, I. B. 1994. **Tests of Memory for Children.** Ph.D., Psychology, NIMHANS, Bangalore (Deemed University). Guide: Dr. Malavika Kapur.

**Objectives :** (i) To develop a scale for assessing memory functioning covering various aspects of memory functioning relevant in the Indian context; and (ii) to study it's utility in the clinical setting with children facing possible memory problem. **Method :** A sample of 573 children (277 boys and 296 girls) and another clinical sample of 75 children (41boys and 34 girls) with age-ranged 7-11 years was selected from urban schools. By using Child Behaviour Questionnaire and Raven's Colored Progressiveness Matrices, and a battery of the test of memory with 12 sub-tests consisting 147 items were employed for the collection of data. For data analysis statistical techniques like chi-square and P-values were computed. **Findings :** (1) A comprehensive battery test of memory with 12 sub-tests, measuring different aspects of memory and employing different methods of recall in children was developed and all the sub-test separately as well as the full test were found to be stable. (2) Construct validity of this battery accounted for undimensional factor. Clinical validity of the scale was reflected in the scale's ability

to differentiate the clinical and normal samples. (3) It was found that the raw scores could be converted into percentile ranks for each sub-test, for the age-group 7-11 years. (4) Profile analysis on the sub-tests for the normal children as well as with epilepsy indicated adequate clinical application.

[41] Chakrabarti, Bhupal Prasad. 2000. **A Study of Performances of Students in Mathematics through the use of 'Comprehension Type Test' (CTT).** *Vigyan Shikshak*, Vol.44(1-2), 17-21.

**Objectives :** (i) To examine the impact of Comprehension Type Test (CTT) in gradual improvement of mathematical performances of the students in different classes; and (ii) to examine whether the 'CTT' helps the students in answering the traditional questions. **Method :** A sample of 800 students (400 rural and 400 urban) from Classes IV and V was selected for the study. Comprehension Test of Achievement-cum-Diagnostic Test in Mathematics (ADTM) (IV-V, 1999) was used for the collection of data. The collected data was analysed using percentage. **Findings :** (1) It was found that the comprehension ability increases with the age. (2) The students of both the genders and grades scored high in traditional test as compared to CTT, because of their acquaintance with the nature of traditional test. (3) It was revealed that the frequent use of CTT in mathematics could foster the ability of comprehension in mathematics. The study cites 02 references.

[42] De, Kamal Krishna. 1999. **A Study on the Impact of Concept on the Achievement of Students in Physical Sciences.** *Vigyan Shikshak*, Vol.43(4), 8-12.

**Objectives :** (i) To compare different groups of students gender-wise and strata-wise; (ii) to find out correlation between their achievement scores in physical science and concept scores in physical science; and (iii) find out the significant difference between achievement scores obtained by high and low scorers in concept test. **Method :** A sample of 794 students from 4 boys and 4 girls schools (2 boys and 2 girls schools located in urban areas and rest from rural areas) of North and South 24 Parganas district of West Bengal and Kolkata was taken for the study. A standardized test in Concept in Physical Science by De (1991) and total marks in Physical Science secured by students under study in *Madhyamik*

*Pariksha* from the respective institutions formed the data set for the analysis. Mean, 't' test, ANOVA and coefficient of correlation were employed for data analysis. **Findings** : (1) Performance of boys on Concept-test boys was better as compared to girls in general and urban boys did better than urban girls, in particular. (2) Overall performance of urban students was found to be better than rural students. But rural girls were superior to rural boys. (3) Girls and rural students showed notable deficiency in concept attainment. (4) Achievement in Physical Science was found to have high positive correlation with scores on the test of Concepts in Physical Science. The study cites eight references.

[43] Goel, Kamlesh, 2001. **Bibliometrics of Social Science Research in India**. *University News*, Vol.39(15), 9-11.

**Objective** : (i) To identify highly productive Indian institutions in social sciences; and (ii) to examine the researches being undertaken in the various discipline of social science research in India. **Method** : The data included in the corporate author index of the 1998 with Social Science Citation Index (SSCI) was used for the study. The publication contained information about highly productive institutions, areas of research, journals, and regional distribution of researches. The collected data was analysed qualitatively. **Findings** : (1) The number of highly productive research and academic institutions were almost the same. The highly productive institutions have produced about 33 per cent of the total output in social sciences in Indian context. (2) Research in sociology had received maximum attention followed by psychology, economic planning and development. (3) Some of the findings were published in academic journals published from West. However, most commonly used journals were from India. (4) Northern region was at the top in the publication, while central Region was at the bottom preceded by the Eastern part. The study cites 01 reference.

[44] Kaur, Kanwaljit; Singh, Sukhdev and Kaur, Mandeep. **Evaluation of Teachers by Students**. *University News*, Vol.39(15), 5-8.

**Objectives** : (i) To study the attitude of the teachers towards their evaluation by students; (ii) to find out the most preferred alternatives and suggestions for the evaluation; and (iii) to highlight

the suitable level of education for evaluation of teacher by the students. **Method** : A sample consisted of 100 teachers having 5 years in teaching experience, 20 each from five constituent colleges of Punjab Agricultural University, Ludhiana. A five-point Opinion Survey Scale based on Vadhera (1998) survey scale on evaluation of teachers by students was employed for data collection. The collected data was subjected to percentage. **Findings** : (1) More than 53 per cent of the teachers held that student alone were not capable to evaluate the teachers and more than 60 per cent of the teachers admitted that students couldn't judge their teachers. (2) Teachers also opined that evaluation of teachers by their students would reduce the status of teachers, would undermine the autonomy of teachers as well as of the institutions. (3) Majority of the teachers had the fear that evaluation by students could be used as a means by the authorities to humiliate them and large proportion also felt that it would not help them in knowing and improving their weaknesses and would not make the teachers less demanding and preferred that a committee should evaluate the teachers. (4) University level is the most suitable level for the introduction of student evaluation of teachers. The study has 07 references.

[45] Kumaran D. and Kamala S. 2001. **Variables Affecting Academic Performance of Successful and Unsuccessful Learners in Science Subjects — A Discriminant Study.** *Perspectives in Education*, Vol.17(4), 229-238.

**Objectives** : (i) To classify the subjects into categories of successful and unsuccessful learners in science subjects; (ii) to study whether the successful and unsuccessful learners in science subjects differ significantly in study habits, study involvement, science interest and scientific attitude; and (iii) to study the variables discriminating successful from unsuccessful learners in science subjects. **Method** : A sample consisted of 319 students selected randomly from the six Higher Secondary Schools in Chennai city. Study Habit by B. V. Patel, Study Involvement by Asha Bhatnagar, Science Interest by N. O. Nellaiappan and Science Attitude by G.M. Patted were the four tools used for data collection. The collected data was analysed using 't' test. **Findings** : (1) The successful learners in science subjects had better study habits, study involvement, science interest and scientific attitude than the successful learners. (2) Gender, study habits, study involvement and scientific attitude



were found to be better and significant discriminating variables of successful and unsuccessful learners in science subjects. The study cites 13 references.

[46] Lokeshappa, G.S. 1992. **Development of a set of Scales to Evaluate Functioning of Colleges of Education in Karnataka.** Ph.D., Education, *Karnataka University*. Guide: Dr. G.M. Patted.

**Objectives :** (i) To develop objective, reliable and valid scales to evaluate college plant and administration, teaching faculty, practice teaching, cocurricular activities, evaluation procedure and techniques, innovation and experiments; and (ii) to evaluate the tool in terms of inter rater reliability of the entire scale and each sub-scale, content and concurrent validity, objectivity and practicability.

**Method :** Thirty colleges of education selected from Karnataka using proportionate stratified sampling technique served as a sample. Questionnaire and scales covering seven aspects were used for the collection of the data. Product moment coefficient of correlation was employed for data analysis. **Finding:** The scales developed by the researcher to evaluate functioning of colleges of education in Karnataka are objective, valid, reliable and practicable. The study has 107 references.

[47] Molia, M.S. 1999. **A Study of the Effectiveness of Inductive Thinking Model of Retentional Indices in Mathematics of Class VIII.** Research Project, *GCERT (Gandhinagar)*. Guide: N.S. Donga.

**Objectives :** (i) To prepare the Inductive Thinking Models; and (ii) to study the effectiveness of Inductive Thinking model with respect of mathematical achievement scores of the students of Class VIII.

**Method :** A sample consisted of 120 students, forming two groups 60 each of Shri Saurashtra High School, Rajkot selected for the study. Mathematical Achievement Test on Retentional Indices was used to collect data. The collected data was subject with 't' test.

**Finding:** It was found that the use of Inductive Thinking Models improves the performance of the students in mathematics, as the achievement of mathematics of ITM (Inductive Thinking Models) group was higher than that of the group not using ITM. 25 five references are cited.

[48] Ojha, N.C. 2000. **Development of Instructional Material for Teaching Economics to Class IX through Concepts Attainment Model in relation to Achievement, Retention, Self-concept and Attitude of Students towards Economics.** Ph.D. Edu, *Devi Ahilya Vishwavidyalaya*. Guide: Prof. U. S. Chaudhari.

**Objectives :** (i) To study the effectiveness of the instructional material in terms of : (a) achievement of students in economics on criterion tests and comprehensive test, and (b) reactions of students towards the teaching, employing the material developed on the lines of the Concept Attainment Model (CAM); (ii) to compare the CAM with traditional method in terms of achievement of students in economics; (iii) to compare the attitude of students towards economic taught through CAM with that of those taught through traditional method by taking their pre-test scores of attitude towards economics as covariate; (iv) to compare the self-concept of students taught through CAM with that of those taught through traditional method; (v) to compare the retention by student taught through CAM with that of those taught through traditional method; and (vi) to study the effect of gender and its interaction on achievement gender and their interaction on students attitude towards economics. **Method :** A sample consisted of 70 students of Class IX studying in Kendriya Vidyalaya of Balasore selected using incidental sampling technique. It was further divided into two equal groups as experimental group and control group. The data was collected using tools like Achievement tests, Reaction scale and Attitude scale, developed by the investigator and self-concept questionnaire by R.K. Saraswat (1984). The collected data was subjected to Percentile, Mean, SD, Coefficient of variation percentages, chi-square, ANOVA and ANCOVA. **Findings :** (1) The instructional material developed through CAM was effective in terms of students' achievement in economics and their reaction towards teaching. (2) Students taught through CAM scored significantly higher than those of their counterparts taught through the traditional method. (3) The adjustment score of experimental group (students taught through CAM) differed significantly from the control group, taught via traditional method, when pre-test scores of attitude towards economics were taken as covariate. (4) The adjusted score of self-concept of experimental group did not differ significantly when pre-test scores of self-concept were taken as covariate. (5) The retention score of experimental group was found to be higher than the control group. (6) Gender had no influence on the students' achievement and attitude towards economics. (8) Students' attitude

towards economics was significantly influenced by the treatment.  
**Conclusion :** Method developed through CAM is effective in terms of achievement and attitude towards the subject. The study has 155 references.

[49] Padhi, J.S.; Jadhao, V.G. and Rath, K.B. 1998. **Enhancing Pupil Achievement. *The Primary Teacher***, Vol.23(4), 25-29.

**Objective :** The study aims to ascertain the effect of some of the classroom climate variables on pupil achievement. **Method :** The sample consisted of 1756 pupil of Class V, 508 teachers teaching Class V drawn from 188 schools from 18 blocks of Five DPEP district of Orissa using multi-stage stratified random sampling. Data was collected through a parallel version of NCERT's test of language, modified version of NCERT's test of mathematics based on Class V syllabus translated and adopted for the State of Orissa and Students Schedule developed by NCERT. Correlation, Regression and Hierarchical linear Modeling were used for the analysis of the data. **Findings :** (1) The regularity in home assignment to children, was found significant for achievement in language and mathematics. (2) It was found that one or more pages homework, given everyday and their correction the next day helps continuity and regularity in learning. (3) It was also found that continuous evaluation followed by remedial measures, also enhances achievement in mathematics. (4) Some mathematics problems in the class with close supervision of the teachers develop confidence and sense of achievement among the student. No references are cited.

[50] Panchalingappa, Shahpur Nagappa.1995. **An Investigation into the Causes of Underachievement in Secondary School Mathematics.** Ph.D. Edu., *Karnataka University*. Guide: Prof. G.M. Patted.

**Objectives :** (i) To identify the causes of underachievement in secondary school mathematics; and (ii) to offer suggestions for the improvement of achievement of underachievers in mathematics in the light of identified causes of underachievers. **Method :** A sample of 501 students studying in Class IX split up by using stratified random sampling technique in two groups of 300 and 201 as normal and underachievers of Kannada medium secondary school students of Mysore city. Raven's Standard Progressive Matrices,

Numerical Reasoning Test, Numerical Ability Test and Achievement Test in Mathematics constructed by the investigator were employed for data collection. The collected data was analysed using multiple regression equation. **Findings** : (1) It is found that poor attitude towards mathematics is the cause of underachievement in mathematics. (2) Higher general anxiety and examination anxiety is the cause of underachievement in mathematics. (3) Lack of educational adjustment, poor study habits and low achievement motivation are also contributed to underachievement in mathematics. The study has 108 references.

[51] Rao, U. Sudhakara. 2000. **Working of Libraries in Multi-faculty Colleges Affiliated to Andhra University : A Comparative Study**. Ph.D., Library & Information Sciences. *Andhra University*, Guide: Prof. P. Soma Raju.

**Objectives** : (i) To examine the working of the libraries of Multi-faculty colleges affiliated to Andhra University and making a comparison between libraries situated in Government colleges, Private-aided and Un-aided colleges; and (ii) to identify the vital problems related to set-up of the college libraries, sources and application of their funds, staffing pattern, problems faced by the librarians in the selection and acquisition of books and journals, availability of physical facilities, extent of library use by the user group, etc. and to offer suggestions for the improvement in the libraries. **Method** : A sample of 600 students and 360 staff members including teachers and librarians was selected from Law and Engineering Colleges affiliated to Andhra University and Multi-faculty Colleges affiliated to other universities of Andhra Pradesh. Questionnaire was used to collect data. Simple statistical technique like percentage, ranking and average were employed for data analysis. **Findings** : (1) Though Library Advisory Committees are present in all the colleges, but were properly constituted and functioning well only in few colleges and majority of the libraries are running unsystematically without proper planning and direction. (2) Most of the college libraries were not able to serve the interested group to the desired extent because of the problems like the dearth of the financial resources, unsatisfying, inadequacy of collections and physical facilities, uncooperative attitude of the authorities in the case of private colleges and attitudinal perversion of the user group. (3) There was no proper policy for selection of

books and for the allocation of funds in most of the libraries. In the matter of selection and acquisition of reading material, librarians in the colleges were not given any role and personal interest of the staff and Principals take precedence over institutional interests in both selection of books and choice of vendors. (4) Users were not able to utilize the available collection for various reasons like incomplete technical processing, adoption of closed access system, coincidence of lecture hour and working hours of the college library, lack of motivation from the teachers, frequent change in the syllabi, dictation of notes by the teachers, private tuitions and dependence on guidebooks in preference to textbooks. (5) Stock verification was not taken up with the required seriousness in all the colleges. (6) Though the collection of material was inadequate in all the three types of colleges, but the situation was better in aided colleges. (7) Vandalism was prevalent in some form or the other in all the colleges. (8) The utility of college libraries in terms of average number of books borrowed in the months was better in private aided colleges than in Government colleges. 99 references are cited.

[52] Sreelekha, S. and Nayar, K. Ajitha. 1998. **The Effectiveness of Concept Attainment Model (CAM) in Learning Chemistry at Secondary Level.** *School Science*, Vol.XXXV(3), 45-50.

**Objective :** The study attempt to compare the achievement levels of students taught through lessons based on Concept Attainment Model and lessons taught through traditional method. **Method :** A sample consisting of 40 students, 20 each from Class VIII from two divisions of the same institution was selected. Lesson plan based on Concept Attainment Model (CAM) (selection model) of teaching propounded by Bruner *et al.* Lesson plan based on traditional method of teaching, Achievement test in Chemistry prepared by the investigator; and Kerala University Group test of intelligence developed by Dr. A. Sukumaran Nair (1979) were used for collection of data. The collected data was analysed using 't' test. **Findings :** (1) The CAM was effective in improving the overall level of achievement of the students in Chemistry. (2) The CAM was found to be effective in enhancing the application skills with respect to Chemistry for secondary school students. The study cites 15 references.

[53] Srivastava, G. N. Prakash; Aggarwal J. P.; Verma, J. N. and Baghel, N. S. 1999. **Impact Study of DPEP Interventions. The Primary Teacher**, Vol.24(3), 30-34.

**Objectives :** (i) To assess the present academic needs of primary school teachers; (ii) to study the academic level of teachers, Cluster Academic Coordinators (CRC) and Block Resource Coordinators (BRC) in mathematics and Hindi; (iii) to appraise the pedagogical and content adaptation of elementary teacher educators; (iv) to assess the achievement of Class V students in two basic subjects (mathematics and Hindi language); and (v) to conclude about the effectiveness of DPEP training on the primary school teachers, CRCs, BRCs, DIET faculty and students achievement. **Method :** A randomly selected sample of 121 teachers, CRCs and BRCs; 11 elementary teacher educators and 250 Class V students drawn from Vidisha and Raipur DPEP districts of Madhya Pradesh formed the basis of the study. Tools used for the data collection were Primary Teacher Training Needs Assessment Questionnaire, Training Quality Assessment Tool, 'Mathematics Test', 'Hindi Test' (NCERT, 1998), Language (Hindi) Assessment Test and Mathematics Achievement Test Class V (NCERT, 1993). Data was analysed descriptively. **Findings :** (1) It was found that teachers felt the need of content enrichment on topics like fractions, geometrical concepts, place value, decimal, ascending and descending orders, squareroot, multiples, concept of zero and problems involving carrying place value. (2) In language teaching, teachers found difficulty in explaining poems, grammatical concepts, word meaning, pronunciation of joint letters, recitation with gestures, punctuation symbols, and correct pronunciation. (3) DIET faculties were found to be incapable of teaching or training with reference to most of the mathematical, and literacy concepts. (4) It was also revealed that more content enrichment programmes were required for quality achievement in mathematics. (5) Understanding of language by teachers was required for improvement in quality achievement in Hindi at primary stage. (6) Most of the students had difficulties in reading and writing correct Hindi and also found that the position of teaching mathematics was not up to the mark. No references.

## PHILOSOPHY OF EDUCATION

[54] Chaturvedi, Archana. 2001. **Personality Pattern, Moral Values and National Awakening Among Students Studying in Schools of Different Cultural Associations.** *Indian Journal of Educational Research*, Vol.20(2), 45-51.

**Objective :** The study was undertaken to find out personality traits, moral values and national awakening among the students studying in different culturally-based schools. **Method :** A sample of 930 students (575 boys and 355 girls) of Class XI within the age ranged 15-17 years from different types of schools run by various cultural association were randomly selected for the study. Data was collected using High School Personality Questionnaire (HSPQ) Indian adaptation by S. D. Kapoor (1981), Moral Value Test by Vidya Bharati Prakashan (1996) and Test of National Awakening by S. S. Tripathi (1996). Percentile and CR were used for data analysis. **Findings :** (1) The leadership ability of the students studying in Western-oriented schools was highest, whereas Hindu, Christian and Muslim school students were at the second and third position. (2) In creativity, students of Hindu cultured schools got first place and Muslim culture school students were at the lowest position. (3) The students of Saraswati Shishu Mandirs, scored higher on Moral value Test. Students of Western culture and Christian culture schools were in second and third position. (4) In national awakening students of Hindu, Western, Christian and Muslim culture obtained the first, second, third and fourth positions, respectively. (5) Girls of Hindu and Western Culture were not found different on all the four variables as compared to boys, but the boys and girls of the Christian and Muslim culture differed significantly. The study has 11 references.

## PHYSICAL AND HEALTH EDUCATION

[55] Kaur, Satpal. 1999. **Participation of Women in Sports as Related to Birth-order, Socio-economic Status, Family Sports Environment and Parental Attitude.** Ph.D. Edu., Punjab University. Guide: Dr. D.S. Toor.

**Objective :** The study intended to find out the participation of women in sports as related to birth-order, socio-economic status, family sports environment, and parental attitude. **Method :** A

sample of 350 college sportswomen and their parents were randomly selected for the study. A self-constructed questionnaire was administered for the collection of data. Pearson-product moment correlation was used for data analysis. **Findings :** (1) Participation of women in sports and family sports environment are significantly related with each other. (2) A positive and highly significant relationship exists between parental attitude and participation of women in sports. (3) Birth-order and participation of women in sports are not correlated. (4) Participation of women in sports and socio-economic status are not related with each other.

[56] Punjal, Puranchandra Pandurang. 2000. **Economics of Physical Education and Sports — A Comparative Study of Maharashtra and Punjab**. Ph.D. Edu., *Shivaji University*. Guide: Dr. V. R. Bhintade.

**Objectives :** (i) To study the administrative set up of Physical Education and Sports in Maharashtra and Punjab; (ii) the mobilization of funds in Maharashtra and Punjab at different levels from Sports Ministry to State, District Sports Department, University, Colleges and Schools; (iii) to find out the implementation of different schemes in Maharashtra and Punjab; (iv) the financial assistance given to sportsmen for the participation in sports in Maharashtra and Punjab; and (v) to suggest some policy implication for the development of sports and Physical Education in Maharashtra. **Method :** Documents, budgetary copies, sports reports, Handbook of Sports, Visits, Interviews, Observations and Personnel discussion were used for collecting information. The collected data was analysed descriptively. **Findings :** (1) The overall organization and administrative set up at different levels, i.e. State, district, college and school excepting universities, was same in both the states. Each university in Punjab has a special Director of Sports but in Maharashtra only few universities have Director of Sports. (2) In Punjab the participation of the colleges at inter-collegiate sports meets is according to the strength of students but in Maharashtra State, the participation of college is not according to the strength of the students. (3) In Punjab the affiliated colleges were allowed to participate in University Athletics Meet but this system is not prevailing in Maharashtra. (4) There were two different committees for the selection of male and female athletes in Punjab whereas in Maharashtra there is only one selection committee for both. (5) In Punjab, Sport Council meets three to four times a year but it was not so in the case of Maharashtra. (6) Special sports



fees was collected from the students of Classes V to X in Punjab but not in Maharashtra. (7) In Punjab sport fees was collected on the basis of students strength in colleges and Universities, whereas in Maharashtra different Universities are collecting sports fees from the affiliated colleges differently. (8) Infrastructure facilities were excellent in all the Universities of Punjab but in universities of Maharashtra, the facilities are inadequate and not up to the standard. (9) Sports budget of almost all the universities in Punjab was very high as compared to the sports budget of universities in Maharashtra. (10) Percentage of participation of the students in sports was more than 50 per cent in Punjab, whereas it was only 10 per cent in the case of Maharashtra. The study cites 180 references.

[57] Pyari, Anand; Mishra, Saran and Kalra, Raj Kumari. 2001. **Frustration Reactions of Adolescent Players.** *Psycho Lingua*, Vol.31(2), 81-84.

**Objective :** The study aims to investigate frustration reactions of the students with reference to gender, socio-economic status and interaction effects of gender and socio-economic status. **Method :** A sample consisted 120 students (60 boys and 60 girls) of graduate level who participated in any game at least five times at national level, selected randomly from five faculties of Dayalbagh Educational Institute. Socio-economic Status Scale developed by Bharadwaj (2001) and Reaction to Frustration Scale by Dixit and Srivastava (1997) were used for data collection.  $2 \times 3$  factorial design was used and ANOVA were computed. **Findings :** (1) There was a significant difference in Aggression and Regression frustration reaction of boys and girls. (2) Interaction effect of gender and socio-economic status were not found significant. (3) There was no significant difference in the fixation and resignation frustration reaction of student players with reference to gender, socio-economic status and interaction effect of both. The study cites 02 references.

## PRIMARY EDUCATION

[58] Agarwal, Archana. 2001. **Study of Non-enrollment and Drop-out among Girls at Primary Level.** *Indian Journal of Educational Research*, Vol.20(2), 19-24.

**Objectives :** (i) To study the percentage of enrolment and drop-outs among primary school going children; and (ii) to ascertain the

percentage of enrolment of girls and boys for last five years and to get the number of failure and drop-outs of those enrolled in session 1992-93. Two questionnaires were used to collect data. Percentage analysis was used to analyse the data. **Findings** : (1) The percentage of enrolment of girls was poor in comparison to boys at primary level. (2) The percentage of drop-outs among girls was more than double as compared to boys. (3) Non-approachability of school, girls help in domestic work and inability to pay fee due to poor economic conditions were the three main reasons of non-enrolment and drop-out among girls. (4) Attitude of the parents was found negative towards the education of girls, as 16 per cent parents accepted that to provide education to girls was wastage of money. (5) Poor teaching method and fear of punishment were some other factors influencing drop-out rate among girls to certain extent. The study cites 04 references.

[59] Arya, Kalpana; Sharma, Shubhangna and Dhaliwal, Y. S. 2001. **Television Viewing and Its Effect on the Study and Playing Hours of School Going Children.** *Psycho Lingua*, Vol.31(2), 147-149. '

**Objective** : The study aims to investigate the effect of television viewing on the studying and playing hours of school-going children. **Method** : A sample of 150 students (75 males and 75 females) in the age-group of 6-12 years were selected through random sampling procedure from two government and private schools in Panchrukhi block of Kangra district of Himachal Pradesh. A self-structured questionnaire-cum-interview schedule was used to collect information. Chi-square test was used for data analysis. **Findings** : (1) Most of the children watch television for less than two hours and half of the females spend less than one hour watching television everyday. (2) Boys watch television programmes for more than three hours everyday. (3) More than half of the boys and girls play for less than an hour a day. (4) Half of the children feel that television viewing has decreased their attention towards playing games. (5) It is observed that children adjust their time to do homework according to the timings of the television programmes. The study has 05 references.

[60] Babu, Nandita and Nanda, Smita. 2000. **Acquisition of Text-interpretation Distinction as a Consequence of Literacy**. *Indian Educational Review*, Vol.36(1), 39-50.

**Objective :** The study investigates the implication of literacy in children's understanding of text-interpretation distinction. **Method :** A sample comprised of 120 children belonging to 5 and 7 years of age from a remote rural area of Orissa. A group of 5 and 7 year old children were taken from three literacy groups: schooled children of literate parents, schooled children of illiterate parents and unschooled children of illiterate parents. Two tests, i.e. (a) Test of Statement based vs Reality based Interpretation without context, and, (b) Test of Statement based vs Reality based Interpretation with context were administered to measure children's understanding of text-interpretation distinction. The collected data was analysed using F-ratio, Percentage and Product-moment correlation. **Findings :** (1) The mean scores for both the tasks showed that among the 5 and 7 years olds, children belonging to literate parents performed better than children belonging to illiterate parents irrespective of whether they are schooled or not. (2) Further in considering children belonging to illiterate parents, it was observed that among the 5 year age-group, performance of schooled children was better than the unschooled children; where as among the 7 year age-group, the unschooled children performed better than the schooled children. (3) Comparison of children's responses in both the tasks showed that percentage of correct response was more in case of TSRI without context than TSRI with context. The study cites 26 references.

[61] Banerjee, Surender Nath. 2000. **Study on the Mathematical Competencies of the Primary School Drop-outs**. *Vigyan Shikshak*, Vol.44(1-2), 25-28.

**Objective :** The present study was undertaken to focus the mathematical ability of the school drop-outs in the line of minimum levels of learning (MLL). **Method :** A sample consisted of 400 drop-out children from Classes I-V selected randomly from 100 primary schools of Hooghly district, West Bengal. The Achievement Test in Mathematics was used for the collection of the data. The data was analysed with the percentage, and F-ratio. **Findings :** (1) The proportion of drop-out for girls was found significantly higher than

that of boys in both rural and urban area. (2) It was also found that urban drop-outs were significantly superior in their MLL competency than rural drop-outs in both the genders. (3) It was also revealed that though the drop-outs left their studies prematurely and not in touch with education system for a long time even then their mathematical achievement was encouraging. (4) Poor economic condition and illiteracy of parents, lack of interest and motivation, boys helping families outside and girls helping inside were found to be the main causes for drop-outs. 03 references are cited.

[62] Barua, Kunja. 1999. **Plight of Rural Primary Schools.** *The Primary Teacher*, Vol.24(2), 39-43.

**Objective :** The study intended to examine the facilities available at the lower primary schools at present. **Method :** A sample of 12 primary teachers was drawn from Bhawanipur Block of Barpeta District of Assam. Questionnaire was administered on the Headmasters for data collection. The collected data was subjected to percentage. **Findings :** (1) It was found that only 33.3 per cent of the schools had *pucca* building. The overall condition of the school buildings were pitiable as most of them either required new construction or to be repaired. (2) A large number of schools were suffering from inadequate accommodation facilities for students and majority of school had no furniture at all. (3) The teacher pupil ratio was found between 1:13 and 1:70 in these schools. (4) The schools were also not having the minimum facilities of teaching learning materials. (5) Sanitation and drinking water facilities, the two basic necessities were lacking in majority of the schools. (6) In the schools, cocurricular activities were almost absent although some sport materials and musical instruments were supplied to the schools. But most of the equipments were unused due to the paucity of trained personnel. (7) There were neither library facilities nor any newspaper in the schools. None of the schools held any debate or symposium until now and all the schools reported non-observance of parent's day. (8) It was also noticed that the Operation Blackboard Scheme could not make any remarkable impact upon the quality improvement of primary education in the area. (9) Eighty four per cent of the headmasters revealed that as a result of Mid-day Meal scheme, parents sent their underage children to school.

[63] Gupta, V.P.; Sharma, Reeta and Singh, V.P. 1999. **Learning Achievement of Children Studying in Alternative School of DPEP Districts of Madhya Pradesh.** *Indian Educational Review*, Vol.35(2), 135-154.

**Objective :** The study was undertaken to assess the learning achievement of children studying in Alternative schools for the last one year in Hindi language and mathematics. **Method :** A sample consists of 30 Alternative Schools (ASs) selected randomly from 11 blocks under the 12 projects in the year 1995-96 from six districts of Madhya Pradesh. Learning Achievement Test in mathematics consisted of 9 test-items with 14 sub-items and Learning Achievement Test in Hindi language consisted of 9 test-items with 10 sub-items were employed for the purpose. The collected data was subjected to mean, SD, and t-test. **Findings :** (1) Children studying in Rajgrah, Raisen and Betual districts scored better in mathematics than children studying at Dhar, Rewa and Sohare. (2) Overall, all the children did well on items of addition in column than the items of addition presented in statements, which requires understanding of languages as well as the mathematical operation. (3) There was no significant difference observed in the learning achievement of girls and boys. (4) The performance of children was not found satisfactory in Hindi language but no significant difference observed in the performance of boys and girls. (5) Performance of children in mathematics was found better than Hindi language in all the districts. (6) The study also found non-availability of Hindi textbooks and pedagogy being followed in Alternate Schools contributed to poor performance. The study has 08 references.

[64] Kumar, S.; Patel, Ramesh C. and Mehta, Anjali K. 1999. **Community Participation in Primary Education.** *The Primary Teacher*, Vol.24(4), 32-41.

**Objectives :** (i) To study the contribution of community in the primary schools of Baroda: establishment and finance; (ii) to study the community participation in the management of primary schools in terms of school management committee and its functioning, and Parent Teacher Association (PTA) and its functioning; (iii) to study the procedure of obtaining community participation in school; (iv) to study the contribution of voluntary organizations in the community in primary education in the city

of Baroda; and (v) to study school effectiveness and its association with the community participation in the school. **Method** : A sample consisted of 50 schools run by different managements selected using stratified random sampling procedure of Baroda city. Questionnaire and a semi-structured interview schedule were employed for data collection. Frequency and percentages were applied for data analysis. **Findings** : (1) With respect to school finance, community contribution differed across different types of school managements. It was observed that community had the largest share in the finance of schools in Baroda. (2) In certain schools, the committee members were also involved in the planning and organization of school activities. They were also involved in purchase and construction and maintenance of the school building. (3) In the formation of Management Committee a great deal of variations across different types of schools like Central Schools, Public schools following CBSE Syllabus, Private State-aided and unaided schools and schools managed by Baroda Municipal Corporation were observed. (4) With respect to PTA, it was found that only half of the schools had formed PTA till January, 1998 and most of the schools were calling meeting of parents once a year. (5) It was also found that caste factor still plays a very vital role in the Indian society as in case of financial help, scholarship and hostel facilities, voluntary organizations of a particular community provided these facilities only to their own community students. No references.

[65] Shastri, Jigisha and Mohite, Prerana. 2001. **Television Viewing Pattern of Pre-school Children**. *Perspectives in Education*, Vol.17(4), 219-228.

**Objectives** : (i) To study the television viewing pattern of pre-school children; (ii) television viewing pattern of the family members of the pre-school children; and (iii) to study the relationship between television viewing pattern of pre-school children and the variables like gender, ordinal position, family type, education and occupation of parents. **Method** : A sample consisted of 338 pre-school children (209 boys and 179 girls) within the age-group 3-6 years studying in the pre-school sections of two schools of Vadodara city, belonging to middle class families and their parents were selected for the study. Questionnaire and observations were used to gather information. The collected data was subjected to ranking and percentage. **Findings** : (1) Majority of the children were having a television-set since an average period of 8.459 years and majority

of homes had cable connections. (2) It was found that children view television in many positions. (3) Majority of the children view with mothers followed by father and other members of the family. (4) Children on an average view television for 8.59 hours per week with the maximum viewing on Sunday. (5) Cartoon network and Discovery were the most favourite channels of the children, but Zee TV and Doordarshan were preferred by the family members. (6) It was also found while viewing television, children actively participate by asking questions, imitating the actions and commenting on the content of the programme. (7) None of the variables except grade in which children were studying affected significantly the duration of the viewing and there was no significant difference between hours of viewing TV for boys and girls. (8) Television viewing did not displace their playtime but television was found to be one entertainment media to which majority of the children are exposed to on regular basis. The study has 19 references.

## PSYCHOLOGY OF EDUCATION

[66] Agarwal, Rashmi and Amita. 2000. **Televiewing Pattern of Adolescents and its Impact on their Study Habits.** *Indian Educational Review*, Vol.36(2), 48-61.

**Objectives :** (i) To study television viewing pattern among higher secondary level students in terms of duration, type of programmes, parental control and liking for companionship; (ii) to observe gender and educational stream differences with reference to the above-mentioned aspects of televiewing; and (iii) to investigate the impact of various patterns of televiewing on the study habits of higher secondary level students. **Method :** A purposive sample comprising of 95 higher secondary level students stratified across gender (boys and girls) and educational stream (Arts, Science and Commerce) were selected from Moradabad district. Television Viewing Pattern Inventory (TVVPI) by investigator and Study Habit Inventory (SHI) by Palsane and Sharma were used for the collection of data. The collected data was analysed using F-test and 't' test. **Findings :** (1) Sixty eight per cent of students felt that their parents impose restrictions on them regarding the content and duration of televiewing. There were no gender and stream differences in this reference. (2) Nearly 87 per cent of the higher secondary level students watched television for less than four hours per day. (3) Duration of televiewing was found to affect significantly the study habits of students. Watching television for more than four

hours in a day adversely affects the study habits. (4) Interest in watching the educational programmes is more suitable for good study habits. (5) More girls liked the company of their family members, whereas more boys wanted their friends to be the co-viewers and company of friends was also preferred by more of the science students as compared to students of other streams. (6) Students who watch the various television programmes in the co-viewership of parents/friends/siblings possessed significantly better study habits as compared to those who watch television all alone. (7) Parental control for televiewing did not affect significantly the study habits of higher secondary level students. The study cites 18 references.

[67] Anuradha, K. and Bharathi, V.V. 2001. **TV Viewing and Children's Academic Achievement with reference to Punishment Patterns Exercised by the Parents.** *Psycho Lingua*, Vol.31(1), 9-14.

**Objective :** The study is undertaken to review the association of children's TV viewing and their academic achievement with the punishment patterns exercised by their parents. **Method :** The sample consisted of 300 children (150 boys and 150 girls) studying in Classes III, IV and V and their mothers from Tirupati town of Andhra Pradesh. Two schedules, one for mothers and the other for pupils were developed to collect TV viewing behaviour, as well as punishment patterns exercised by the parents and Information about academic achievement was obtained from the school records were used for the collection of data. The collected data was analysed with ANOVA, percentage and SD. **Findings :** (1) The significant difference was found in children's amount of TV watching depending on the type of punishment exercised by the parents. (2) The parental disciplinary practices significantly affected children's academic achievement. The study cites 11 references.

[68] Aswal, G.S. 2001. **Intelligence as a Correlate of Achievement in Mathematics Across Different Levels of SES.** *Psycho Lingua*, Vol.31(2), 127-130.

**Objective :** The study intended to examine the relationship of intelligence with achievement in mathematics in context with



different levels of socio-economic status. **Method** : Two hundred students of Class XI selected randomly from five colleges of Tehri district served as a sample for the study. Data were collected using Group Test (Jalota and Singh) to measure general mental ability and SES scale by Pareek and Trivedi. Pearson Product Moment Correlation and CR were applied to analyse data. **Findings** : (1) There exists a significant correlation between intelligence and achievement in mathematics. (2) Relation between intelligence and achievement in mathematics may vary across different levels of socio-economic levels as three colleges reflected significant difference among different levels of SES out of five colleges in intelligence and achievement in mathematics. 15 references are cited.

[69] Elegbeleye, O.S. and Akoda, B.A. 2001. **Psychological Implications of Single and Double Parenting Background on Nigerian Adolescents' Academic Performance.** *Journal of Social Science*, Vol.5 (1&2) 11-20.

**Objectives** : (i) To find out whether there is any difference between academic performance of children from single parent home and from double parent home; (ii) whether there is any similarity between the academic performance of children from Father Present (FP) and Father Absent (FA) household; and (iii) whether there is any difference in the academic performance of children from Mother Present (MP) and Mother Absent (MA) household. **Method** : A sample consisted of 150 children selected purposively from secondary schools of both double and single parenting homes. The data was collected from Parenting Background and Academic Performance Check-list developed by the investigator. The data was analysed with 't' test. **Findings** : (1) There existed a significant difference between the academic performance of the children from single and double parenting background. (2) A significant difference was observed between the performance of FP and FA children in mathematics and English language. (3) Academic performance of the children of both Mother Present (MP) and Mother Absent (MA) household was also found significantly different as children of Mother Present household performed better than their counterparts. 17 references are cited.

[70] Gupta, Alpana Sen and Singh, Arun Kumar. 2001. **Impact of Self-control and Sex on Disciplinary Behaviour.** *Psycho Lingua*, Vol.31(1), 53-56.

**Objective :** The study attempted to investigate the impact of self-control and gender on disciplinary behaviour. **Method :** The sample consisted of 200 pupils within the age-groups of 10-12 years (100 boys and 100 girls) of Classes VI-VIII were selected randomly from Patna city of Bihar. The Self-control Scale (SCS) by Singh & Sen Gupta (1996) and Rating Scale for Disciplinary Behaviour (RSDB) were used to collect data. The collected data was analysed using 't' test. **Findings :** (1) The children with high self-control were more punctual, showing respect to teachers, having cordial relationship with peers and showing respect for social rules and regulations than the latter. (2) The girls showed stronger disciplinary behaviour as compared to boys. (3) The girls excelled boys in exhibiting self-control behaviour as measured by Self-control Scale. 08 references are cited.

[71] Gyanani, T.C.; Agarwal, Rani and Saxena, Shobha. 2001. **Frustration Reaction Patterns among Children at various Stages of Cognitive Development.** *Psycho Lingua*, Vol.31(1), 45-48.

**Objective :** The study focusses on the reactions to frustration at different operational stage of Piaget. **Method :** The sample consisted of 300 students of different classes from Nursery to High School were selected purposefully from ten educational institutions of Agra. The Indian Adaptation of Rosenzweig's P-F study children's form developed by Pareek (1959) was used for measuring frustration reactions of the subjects. The collected data was analysed using ANOVA. **Findings :** (1) The age factor has positive effect on the reactions to frustration. (2) As the children grow up, the tendency of Extra-punitive aggression, Ego-Defensiveness, Need-Persistence, reactions increases and the tendency of Obstacle-Dominance decrease. 07 references are cited in the study.

[72] Mohanraj, V.M. 1999. **Correlation between General Reading and IQ of Children.** *The Primary Teacher*, Vol.24(2), 12-14.

**Objective :** The study aims to find out the correlation between general reading of children and their IQs, both in terms of quantity

and quality of books read. **Method** : A sample consisted of 150 pupils of Classes VI and VII in the age-group of 10-11 years drawn from Lawrence School, Lovedale in Nilgiri district, South India. OTIS Beta Test and records of books borrowed from school library by the subjects for recreational reading from Class V onwards were used for the data collection. The collected data was analysed qualitatively and quantitatively by using co-efficient of rank correlation. **Findings** : (1) There was no significant correlation between general reading and IQ either in terms of the quantum of reading or the standard and types of fiction books read. (2) Children with high IQs tended to read fiction as well as non-fiction books. (3) Children with low IQ were reluctant to try out new authors or types of fiction books and they seldom read non-fiction books. No references are cited.

[73] Nigam, Vibha and Sharma, Reena. 2001. **Cognitive Development in Children in Relation to Socio-Economic Status**. *Psycho Lingua*, Vol.31(1), 69-72.

**Objectives** : (i) To study the cognitive development of children; (ii) to study the impact of socio-economic status on cognitive development of children; (iii) to find out the difference as well as comparison in the cognitive development of rural and urban children in relation to their socio-economic status. **Method** : The sample consisted of 120 children (60 Urban children and 60 Rural children) between the age-group of 4-5 years selected from nursery school of Urban and Rural areas of Agra city. Pandey's Cognitive Development Test for Preschoolers (PCDTP) and Singh & Saxena's Socio-economic Status Scale (SES) were used for the collection of data. The collected data was analysed using 't' test. **Findings** : (1) Though urban children scored higher in cognitive development than rural children, the difference was not found statistically significant. (2) There was no significant difference found between the cognitive development of rural and urban children of high as well as low socio-economic status. (3) There exists significant difference in the cognitive development between rural and urban boys of high socio-economic status, but rural and urban boys of low socio-economic status were not found significantly different in their cognitive development. (4) Rural and urban girls of both high and low socio-economic status were not found statistically different in their cognitive development. The study contains 04 references.

[74] Padhi, J.S. 1998. **Creative Students. The Primary Teacher**, Vol.23(4), 12-15.

**Objective :** The study aims to evaluate the perception of Oriya elementary and secondary teachers on the creative personality of students. **Method :** The sample consisted of 120 teachers, i.e. 60 elementary and 60 secondary school teachers drawn from various schools of Orissa. The shorten version of Your Ideal Pupil Checklist developed by Torrance (1965) was used to collect the data. The collected data was analysed descriptively. **Findings :** (1) Elementary teachers as well as secondary school teachers supported creativity traits like curiosity and pre-occupation with tasks. (2) Both the teachers did not value traits like 'independent judgement' and 'questioning' as characteristics of creativity. (3) Both primary and secondary teachers agreed with experts' judgement about the three least valued characteristics, i.e. fearfulness, timidity, haughty and self-satisfied. The study cites no references.

[75] Pandey, Janak; Verma, Meera and Ruback, R. Barry. 2000. **Perceived Crowding in Indian Classroom: The Effects of Age, Gender and Household Density. Psychology and Developing Societies**, Vol.12(2), 139-154.

**Objective :** The study was undertaken to find out the impact of age, gender and household density related to perception of Indian children for within classrooms. **Method :** The sample consisted of 90 students (45 boys and 45 girls) within the age ranged 6-13 years belongs to different socio-economic status drawn from primary school located near University of Allahabad. The data was collected through a simulation task in which both girls and boys were placed small figures in a model classroom and they were told to make in counter-balanced order crowded or non-crowded. The collected data was analysed descriptively. **Findings :** (1) It was found that relationship exist between age and crowding as younger children were more likely to placed themselves less centrally in the classroom. (2) It was revealed that young children had lower tolerance for crowding. (3) In terms of gender, boys generally placed the figure representing them more centrally in the simulated classroom, although this difference disappeared when the simulated classroom was crowded. (4) Children from high-density homes placed themselves farther from the front of the model classroom and children who shared a bed with more others felt more crowded in their classroom. The study has 33 references.

[76] Patnaik, Baswati and Babu, Nandita. 2001. **Relationship between Children's Acquisition of Theory of Mind and their Understanding of Mental Terms.** *Psycho Lingua*, Vol.31(1), 3-8.

**Objective :** The study aims to examine the relationship between children's acquisition of a theory of mind and their understanding of semantic and pragmatic distinctions of mental verbs. **Method :** The sample consisted of 60 Oriya-speaking pre-school children, 20 from each age-group of 3-3.6 years, 3.6-4 years, and 4-4.5 years selected from middle socio-economic status. Seek-Know task by Wimmer, Hogrefe and Perner (1988); False Belief task by Wimmer and Perner (1983); Comprehension task, Verb-Choice task, and Pragmatic task by Babu and Mishra (2000) were used for the collection of data. The collected data was analysed with ANOVA, percentage, and Product moment Correlation. **Findings :** (1) A positive and significant relationship was found between children's acquisition of a theory of mind and understanding of mental state words. (2) Age-related developmental change was observed in theory of mind and understanding of mental state. The study contains 15 references.

[77] Sangwan, Sheela. 2001. **Ecological Factors as Related to IQ of the Children.** *Psycho Lingua*, Vol.31(2), 89-92.

**Objective :** The study aims to investigate the effects of ecological factors on the IQ of the children. **Method :** A Sample of 81 children (42 slow learners including 20 boys and 22 girls with IQ ranged 70-90 and 39 average learners including 22 boys 17 girls with IQ ranged 90-100) within the age-group 4-5 years old selected through purposive sampling from different schools of Hisar city of Haryana. Stanford-Binet Intelligence Scale by Terman and Merrill (1972) and Interview schedule to study ecological factors were employed to collect data. Co-efficient of correlation was used to draw inferences. **Findings :** (1) Low level of positive correlation was found between birth-order and IQ of both slow and average learners of both genders. (2) Type of family and IQ were found moderately correlated. (3) Mother and father's education, their occupation and family income affects positively the IQ of the children. (4) Schooling was found to be an important factor for cognitive development of the children. (5) It was revealed that lack of environment stimulation limits the extent and rate of cognitive growth of the children. The study contains 06 references.

[78] Saxena, S.K. 2001. **Self-concept as Function of Socio-economic and Cultural Setting in First Divisioners of High School Students.** *Indian Journal of Educational Research*, Vol.20(2) 53-58.

**Objective :** The study intended to find out the effect of socio-economic status and cultural setting on the self-concept of high school students who secured first division. **Method :** A sample of 180 students consisting of equal number of boys and girls, who have secured first division in high school examination were selected for the study. Self-concept Inventory by Dr. Mukta Rani Rastogi and Socio-economic status scales (urban and rural) by Dr. S.K. Saxena were used for data collection,  $2 \times 3$  factorial Design was employed for data analysis. **Finding:** It was found that students who secured first division in High School Examination and belong to middle socio-economic status possess higher self-concept than those who were either from higher socio-economic status or low economic status. 17 references are cited.

[79] Singh, Renu. 2001. **Learning Style of High School Students as related to Some Learner's Characteristics.** Ph.D. Edu., Kumaun University. Guide: Dr. Anil Bhartiya.

**Objectives :** (i) To study the relationship of intelligence with the learning styles of high school boys and girls; (ii) to compare the learning styles of the students of different socio-economic status; (iii) to compare the learning styles of high school boys and girls; (iv) to compare the learning styles of the students having different levels of extraversions; and (v) to find out the learning styles of the students having different levels of neuroticism. **Method :** A sample consisting of 400 students (200 boys and 200 girls) within the age ranged 13-16 of both rural and urban areas, was selected for the study. The tools used for the study were: Learning Style Inventory (S.C. Agarwal), Culture Fair Intelligence Scale-3 (Indian adaptation by Singh and Rao), Socio-economic Status Scale (R.L. Bhardwaj, Shama Gupta and N.S. Chauhan) and Eysenck Maudsley Personality Inventory by H.J. Eysenck (Indian adaptation by Jalota and Kapoor). Chi-square test was employed for data analysis. **Findings :** (1) It was found that high intelligent and average intelligent boys had individualistic and long attention span learning styles, whereas high and average intelligent girls had non-individualistic and short attention span learning styles. (2) Low

intelligent boys and girls were not found different in their preferences. (3) The boys from high and low SES preferred individualistic learning style, while boys from average SES preferred non-individualistic styles. (4) The boys of high SES favoured long attention span learning style and low SES boys favoured short attention span style. (5) The girls from high and average SES preferred non-individualistic, field dependent and motivation-centred learning styles, while girls from low SES showed preference for individualistic learning style. (6) Extravert boys and girls were not found different in their preferences. At average extravert level, boys were found to be individualistic, whereas girls were non-individualistic in their learning styles. (7) The introvert boys were found to be more individualistic and less environment oriented than the introvert girls. The introvert boys appeared to have long attention span and introvert girls reflected short attention span learning style. (8) At neurotic and average neurotic level, the boys were individualistic and girls were non-individualistic in learning styles. (10) Stable girls found to have short attention span and stable boys have long attention span learning style. Stable girls also appeared higher in visual learning style than the stable boys. The study cites 102 references.

[80] Sohi, Baghal Singh. 1994. **A Study of Locus of Control, Self-concept and Rigidity in relation to Creativity among Tenth Graders.** Ph.D. Edu., *Punjab University*. Guide: Dr. R.P. Goyal.

**Objectives :** (i) To explore the relationship of composite creativity and its dimensions with the locus of control of male and female subjects; (ii) to determine the relationship of composite creativity and its dimensions with the self-concept of male and female subjects; (iii) to find out the relationship of composite creativity and its dimensions with the rigidity of male and female subjects; (iv) to determine relative efficacy of locus of control, self-concept and rigidity as predictors of composite creativity and its dimensions in male and female subjects; (v) to study conjoint effect of locus of control, self-concept and rigidity towards the prediction of composite creativity and its dimensions; and (vi) to set up and analyse multiple regression of locus of control, self-concept and rigidity as predictors of creativity separately for male and female subjects. **Method :** Three hundred students comprising equal number of boys and girls drawn from five government co-educational secondary schools situated in rural areas of Patiala district of Punjab selected through stratified

random sampling technique served as a sample for the study. Thinking creatively with words (Verbal) by E.P. Torrance; Rotter's Social Reaction Inventory; P. Deo's self-concept check-list method; and Dimensions of Rigidity Scale by N.K. Chadha were employed for data collection. The collected data was analysed using 't' test, F-ratio, Skewness, Kurtosis, co-efficient of multiple correlation and multiple regression equations. **Findings :** (1) Locus of control was found to be a significant and efficient predictor of creativity. The lower the locus of control the higher the creativity and conversely the higher the locus of control, the lower the creativity. (2) Creativity and self-concept were significantly and positively correlated. (3) Composite creativity and its dimensions excepting the dimension of fluency in males, were significantly related with the rigidity of both male and female. (4) Self-concept was found to be a good predictor of creativity, but is less efficient than locus of control. (5) Rigidity was found to be the poorest predictor of creativity in males as well as females. (6) Prediction of composite creativity and its dimensions was not found significantly higher in both males and females as a result of combined contribution of locus of control, self-concept and rigidity than the separate prediction using these variables. (7) Self-concept when combined with locus of control, did not significantly contribute towards the prediction of creativity variables. (8) Locus of control was found to be the largest contributing variables towards the prediction of composite creativity and its dimensions followed by rigidity. The study cites 353 references.

[81] Swaroop, Jyot; Nanda, Paramjit and Kang, Tejpreet Kaur. 2001. **Perceptual Ability as Correlate of Age, Sex and Locale.** *Psycho Lingua*, Vol.31(2), 131-134.

**Objectives :** (i) To study the perceptual ability of rural and urban children; and (ii) to find out the age and gender differences in perceptual ability of rural and urban children. **Method :** A sample consisting of 240 children (120 rural and 120 urban children) within the age-group of 5½ to 8½ years from low socio-economic status attending *balwadi* or nursery school was selected for the study. These children were further divided into four groups of 30 each based on age; 5½, 6½, 7½ and 8½ year olds. Mc Carthy Scale of Children's Ability (1972), Socio-economic Status Scale, by S. P. Kulshreshta and Gomez classification (1987) to assess the nutritional status of the children were used to collect data. Mean, SD, Coefficient of variation and 't' test were used for statistical



analysis of the data. **Findings** : (1) Though urban girls were ahead of boys at all age, level, but significant difference was found only at 5 ½ and 6 ½, year olds. (2) Urban boys and girls were superior in perceptual ability to rural boys and girls at all age levels. (3) An upward trend was observed in perceptual ability with increase in age. The study cites 08 references.

[82] Tyagi, Poonam and Kaur, Parveen. 2001. **Inter-personal Perception of Self-reflections Among Adolescents**. *Psycho Lingua*, Vol.31(2), 139-142.

**Objective** : The study aims to examine inter-personal perception of self-reflection among adolescents. **Method** : A randomly selected sample consisted of 200 adolescents in the age range of 15-16 years studying in Class IX of various schools of Hissar city was taken for the study. Children's Self-concept Scale (Ahluwalia, 1986) and abridged scale consisting 32 items related to six aspects, i.e. behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction were applied for the collection of the data. The collected data was analysed with Mean, SD, correlation, percentage and 'z' value. **Findings** : (1) Adolescent boys were more modest towards the acceptance of various personality qualities of themselves than what they feel that parents, teachers and friends think about those qualities present in them. (2) Girls Self-evaluations were lower than other's evaluations as perceived by the girls, especially on the component of happiness and satisfaction, anxiety and physical appearance. (3) There was a similarity in self-opinion and other opinion but there were many other factors besides parents, teachers and friends who influence the formation of self-concept among children. The study has 03 references.

[83] Verma, Saroj. 2001. **A Study of Thinking Styles of Tertiary Students**. *Psycho Lingua*, Vol.31(1), 15-19.

**Objective** : The study aims to ascertain the differences in thinking styles of tertiary students based on gender, course type and residence area. **Method** : The sample comprised 203 subjects (males and females) belonging to professional and non-professional courses and rural-urban areas of Solan and Shimla of Himachal Pradesh were selected through the cluster random sampling technique.

Thinking Style Inventory by Sternberg and Wagner (1992) was employed to assess thinking styles. The collected informations was analysed with the Mean, SD, and 't' test. **Findings :** (1) The female students scored significantly higher than male students on two thinking styles, i.e. legislative and executive. It means that female students enjoy more being engaged in tasks that require creative strategies, and with implementation of tasks with set guide lines than their counterparts male students. (2) The male students on the other hand, scored significantly higher than female students on monarchic style. It led to the inference that male students enjoy getting engaged in tasks that allow complete focus on one thing at a time. (3) Non-professional students scored significantly higher on oligarchic and anarchic thinking styles than professional students, while the latter scored significantly higher on global thinking style than the former group. (4) The rural students preferred more to distribute attention across several tasks that were prioritized than urban students, whereas urban students liked more work toward multiple objectives during the same period of time but without setting clear priorities than rural students. The study contains 8 references.

## SOCIOLOGY OF EDUCATION

[84] Chandra, K. Suman. 1995. **Education and Socio-economic Development: A Study of Sericulture Farmers in Anantpur District of Andhra Pradesh.** Ph.D. Sociology. *Osmania University.* Guide: Prof. Y.B. Abbasayulu.

**Objectives :** (i) To study the impact of education on socio-economic development of sericulture farmers; (ii) to analyse the relationship between levels of education and productivity among sericulture farmers; (iii) to study the role of education in offering appropriate knowledge for farmers in changing, and modernizing environment; and (iv) to assess the impact of education on social issues like values, attitude and modernity among farmers. **Method :** The sample comprised two villages, one (Maluguru), where all the farmers had adopted sericulture as their primary occupation and second (Tumakunta) where many farmers had not adopted sericulture as their primary occupation, selected through purposive sampling technique. Interview schedule was employed for data collection. The collected data was analysed using 'r' and percentage analysis. **Findings :** (1) Knowledge about varieties of mulberry and

cocoon plants was found highly correlated with educational level of the Sericulturists as farmer who was educated up to primary and above standard had knowledge about the important varieties of plants, whereas knowledge with regard to this item was very low among illiterate cultivators. (2) It was also found that increase in the level of education increase the knowledge of pests and diseases. Farmers who were educated up to higher secondary level were aware of the medicine for all-important seasonal diseases. (3) A strong correlation was found between education and productivity as the educated farmer had high productivity range and hence educated farmers were earning high income as compared to uneducated farmers. (4) Education had played a decisive role in inculcating positive thinking and modernization in beliefs and values among the farmers. The study contains 176 references.

[85] Devi, Rama G. 1995. **An Exploratory Study of the Existing Status of Parent — Teacher Associations in Bangalore District.** Ph.D. Home Science, *Bangalore University*. Guide: Prof. Phyllis Das.

**Objectives :** (i) To explore the existence of PTA (Parent Teacher Associations) in proportion to the high schools for adolescent girls in Bangalore district; (ii) to study the attitude of parents, teachers, and school administrators on role and functions of PTA for adolescent girls; and (iii) to conduct a module of PTA in a school for studying its effect on the various aspects of adjustment and scholastic achievement of adolescent girls. **Method :** The sample comprised 50 adolescent girls, 300 parents, 80 teachers and 20 school administrators drawn from three types of schools (government, aided and unaided) from the rural and urban areas of Bangalore city. A questionnaire to study attitude of parents, teachers and school administrators, Structured Interview Schedule and Bell's Adjustment Inventory by Hugh M. Bell (1962) were used to collect data. The collected data was subjected to 't' test. **Findings :** (1) It was found that PTA existed in only 5.47 per cent of the schools in urban area and none in the rural areas of Bangalore district. (2) Parents-teacher interaction focussed only on the scholastic achievement of the child. (3) Parents, teachers and school administrators expressed a favourable attitude towards PTA meetings. (4) A significant difference existed in the attitude among parent's teachers and school administrators towards the role and functioning of PTA specifically on the issue of fund raising. (5) An improvement was observed in scholastic performance and social and emotional

adjustment among adolescent girls when their parents participated in the intervention programme. 164 references are cited.

[86] Duhan, Krishna and Balda, Shanti. 2001. **Parental Stimulation, Socio-economic Level and Language Development of Pre-school Children.** *Psycho Lingua*, Vol.31(1), 37-40.

**Objective :** The study intended to assess the level of language development, parental stimulation and other socio-economic factors, which affect the language development of pre-school children.

**Method :** A sample consisted of 69 children from Bal Bhawan Nursery School of Hisar was selected randomly. Mothers of these children were also constituted the sample. Reynell Developmental Language Scale (RDLS-1985), Interview Schedule and Socio-economic Status Scale developed by investigator were used for the collection of data. The collected data was analysed with mean and correlation.

**Findings :** (1) Expressive language is positively significantly correlated with social interaction and total parental stimulation. A similar positive trend was found for parental interaction and mass media exposure. (2) It is found that more educated parents from high economic backgrounds are able to provide more facilities as well as stimulation to their children than parents with poor education and of low economic background. (3) Educated parents possess better skills in providing an enthusiastic and positive environment for the development of different concepts in children as they have better comprehension and understanding of aspirations and needs of their children. (4) Children from joint families have poor comprehension of language as compare to children of nuclear families. The study contains 05 references.

[87] Francis, Shanti. 2001. **Attitude towards Environment Hazards in Education.** *Psycho Lingua*, Vol.31(2), 93-98.

**Objectives :** (i) To examine the attitude of students and trained teachers towards environmental hazards to education; and (ii) to compare the attitude of different groups of students and teachers.

**Method :** A sample consisted of 300 students of Class XI and 240 higher secondary teachers selected randomly from 25 schools located in urban, rural and tribal areas of Raipur educational division. Environment Hazards Attitude Scale (EHPS) using Likert five-point scale, constructed by the investigator was employed for

data collection. The collected data was subjected to 't' test and ANOVA. **Findings :** (1) Urban students and teachers had better attitude and higher level of awareness towards environmental hazards to education as compare to their counterparts studying and residing in rural and tribal areas. (2) Local environment had a direct bearing on individual's attitude towards environment hazards, thereby affecting their educational achievement. (3) Urban students and teachers showed most favourable attitude towards overcrowded classes and television, while rural students had most favourable attitude towards teaching method and television. (4) Tribal students and teachers showed their most favourable attitude towards teaching methods and physical facilities. (5) Gender had no impact independently or jointly with locale and the attitude of students and teachers about different environment hazards. (6) Powers and political power were identified as the biggest environment hazards to education attainment and development by all. The study contains 10 references.

[88] James, Anice. 2001. **Socio-cultural Differences in Creative Thinking — A Discriminant Function Analysis.** *Perspectives in Education*, Vol.17(2), 94-104.

**Objectives :** (i) To analyse the differences in creative thinking owing to socio-cultural differences; and (ii) to explore the feasibility of discriminant function using selected socio-cultural factors as predictor variables. **Method :** A sample of 494 students studying in Class IX drawn from the urban and rural areas of Ernakulam district in Kerala, selected through stratified random sampling technique. Personal Data sheet and Thinking Creatively with Words by Baqer Mehdi (1985) were used for data collection. Statistical techniques 't' test, ANOVA, chi-square and co-efficient of correlation were employed for data analysis. **Findings :** (1) It was found that caste affects individual's creative thinking as SC students were found to be low on creative thinking in comparison with forward class. (2) There was no significant difference between rural and urban students on creative thinking. (3) Religion was found to be the most significant predictor variable in influencing creative thinking. (4) Gender was found to be the second best predictor variable for discrimination between low and high creative thinking group. (5) Medium of instruction also affects creative thinking as a significant relationship was found between medium of instruction and creative thinking. (6) Socio-economic status had no effect on individuals' thinking. The study contains 19 references.

[89] Kaur, Jasraj. 2001. **Impact of Viewing TV on the Social Interaction of Rural Illiterate, Neo-literate Adults.** *Psycho Lingua*, Vol.31(2), 115-120.

**Objective :** The study intended to examine the impact of viewing television on the social interaction of rural illiterate and neo-literate adults. **Method :** A sample of 400 rural adults, 200 illiterates (100 males and 100 females) and 200 neo-literates (100 males and 100 females) was taken from Faridkot and Hoshiarpur districts of Punjab. A questionnaire covering four aspects of social interaction — as interaction with members of the family, neighbours, frequency of visits to relatives and attendance at social gathering in the village, was used to collect the information. The collected data was analysed using chi-square. **Findings :** (1) A wide difference existed regarding the impact of TV viewing on the social interaction of rural adults. (2) More male illiterates than female illiterates perceived negative impact of TV viewing on all the aspects of social interaction. (3) Neo-literate males perceived negative impact of TV on interaction with family members and neighbour, whereas females perceived adverse effect on the frequency of their visits to relatives and attendance at gathering. (4) Neo-literate males and females expressed that TV had negatively influenced their interaction with family members, whereas illiterate males and females felt that viewing television had affected the frequency of their visits to relatives and attendance at social gatherings. (5) There was a significant difference between the perception of light viewers and heavy viewers regarding impact of TV viewing on social interaction of rural adults as both perceived negative impact of TV programmes on all the aspects of social interaction. The study has 14 references.

[90] Kumar, Neelam. 2001. **Gender and Stratification in Science — An Empirical Study in the Indian Setting.** *Indian Journal of Gender Studies*, Vol.8(1), 51-67.

**Objective :** The study aims to offer empirical evidence of gender inequities in the academic hierarchy as an important aspect of the social organization of Indian science. **Method :** The sample consisted 117 physical scientists (56 women and 61 men) matched on the basis of age drawn from four universities and national laboratories from different Indian cities. The data was collected using questionnaire. Percentage analysis, Mean, SD, 't' test were employed for data analysis. **Findings :** (1) There exists a difference

in women and men in terms of academic rank as the higher the rank the lower the percentage of women scientists. (2) Men and women were also found significantly different in terms of rural/urban origin and socio-economic background. The social class of urban women scientists was higher than that of those with a rural background. (3) Socio-economic background and educational level of parents of women scientists were significantly higher than those of their man counterparts. (4) Though men were found higher in their research performance as compared to their woman counterparts but this difference was not statistically significant. The study has 55 references.

[91] Raja Kumari, T.S. 2000. **Environmental Concern and Sustainable Development: The Role of NGOs**. Ph.D, Sociology, Andhra University. Guide: Dr, Susan Verghese.

**Objectives :** (i) To assess the role of NGOs in sustainable development with special reference to environmental protection; (ii) to study the impact of grass-root level of NGOs on the environmental awareness levels of the students; and (iii) to study the catalytic role of NGOs in bring about pro-environmental attitude and behaviour among the housewives of a residential colony.

**Method :** The sample consisted of entire lower secondary grade students of Classes VIII and IX of two schools, Grammar School and Public School situated in the suburban of Visakhapatnam, to which the former was exposed to environmental education imparted by Green Vision, an NGO and 130 housewives were drawn from two residential colony, Balaji Nagar and North Extension. The data was collected using survey analysis. The collected data was analysed qualitatively. **Findings :** (1) It was found that the students exposed to the environmental education scored high. (2) NGO had shown its ability to impart environmental consciousness and develop skills of participation in solving environmental problems among the younger generation. (3) It was found that higher standard of education and the awareness level were significantly related to each other as students of Class IX found to be predominant in the higher awareness group and students of Class VIII were equally distributed in high and low awareness categories. (4) It was observed that gender had no significant impact on environmental awareness categories. (5) Gender had no significant impact on environmental awareness level of students. (6) Parents education and their

occupation status also had no influence on the awareness level of students. (7) It was also found that not only the environmental attitudes of the students exposed to CBO high, but they also gained competence with their micro-level environmental problems. (8) Level of education also influenced environmental perception and practice. The study has 129 references.

[92] Rai, Dhananjay Kumar. 2000. **Role of Education and Cultural Practices in Creating Environmental Awareness.** *National Journal of Education*, Vol.VI(1), 27-33.

**Objectives :** (i) To assess the impact of education in creating environmental; awareness among people; (ii) to analyses the role of cultural practices for the conservation of environment; (iii) to find out the environmental awareness among different categories of people; and (iv) to analyse the role of education for awareness of the environmental hazards. **Method :** A sample comprised of 160 people selected through purposive sampling. A self-made questionnaire was used for collection of data. The collected data was analysed using chi-square. **Findings :** (1) Respondents with higher level of education in the formal system possessed greater awareness towards the environment. (2) In the opinion of the respondents, the use of traditional objects like leaf plates and earthen utensils is greatly relevant to protect the environment. (3) Both male and female respondents were found to be equally aware of environmental issues. (4) Both rural and urban respondents showed non significant difference in their concern for environment. The study cites 05 references.

[93] Singh, P.P.; Singh, M. and Mastana S.S. 2000. **AIDS Hullabaloo: Increasing Vigilance in Convent Tutors.** *Disabilities and Impairments*, Vol.14(2), 73-77.

**Objective :** The study intended to investigate AIDS enlightenment among teachers and parents. **Method :** A sample comprised 40 teachers and 60 parents (couples) of the students of two Scared Heart Convent School situated in Samrala and Khanna selected for the study. The information regarding AIDS/HIV was gathered with the help of Interview Schedule. The collected data was analysed with percentile and chi-square. **Findings :** (1) Teachers were found



to be more aware than the parents regarding AIDS/HIV. (2) Parents were found to be more inclined to share prevailing myths and misapprehensions about AIDS/HIV than teachers. (3) Myths and awareness were highly associated attributes both in parents and teachers. (4) It was also found that AIDS awareness was disseminated from teachers to the students and from them to their parents. **Conclusion:** AIDS awareness is increasing steadily from grassroots level of education that may play major part in decreasing the AIDS burden in the country. The study cites 05 references.

[94] Thombre, B.M. 1994. **A Critical Analysis of Integrated Child Development Services for the Welfare of Mother & Child In Marathwada.** Ph.D. Edu., *Marathwada Agricultural University*. Guide: Dr. R. R. Chole

**Objectives :** (i) To study the personal and socio-economic characteristics of the respondents; (ii) to measure the efficiency and effectiveness of Integrated Child Development Services (ICDS) scheme; (iii) to delineate relationship between personal characteristics of respondents and knowledge, attitude and adoption of mother and child care practices; and (iv) to find out the reaction of the respondents about ICDS. **Method :** A sample comprised 280 respondents (140 beneficiaries and non-beneficiaries each) selected randomly from four villages each from ICDS blocks of Vaijapur, Georai, Ambad, Udgir, Mukhad, Bhoom and Kalamnuri of Marathwada district. Interview Schedule, Socio-economic Status and Attitude Scale were used for data collection. The collected data was analysed using 't' test, ANOVA, percentage analysis, Regression analysis and z-score. **Findings :** (1) The efficiency of ICDS, based on the adequacy of input and participation of the beneficiaries in the scheme was found to be 68.17 per cent. (2) The effectiveness of the scheme in terms of knowledge, attitude and adoption of the mother and childcare practices by the respondents was found to be 64.47 per cent. (3) There was a significant difference in the age and social participation of beneficiaries and non-beneficiaries. But no significant difference was found in education, caste, land-holding, annual income, status of the family, family type, family size, rural-urban background, mass-media use and cosmopolitanism of beneficiaries and non-beneficiaries. (4) The beneficiaries and non-beneficiaries were found significantly different on the

knowledge of mother and child-care practices and on attitude and adoption of mother and childcare practices. (5) Variables like education, mass media use and social participation were found significantly and positively related to knowledge of both beneficiaries and non-beneficiaries, while landholding and annual income in case of beneficiaries and cosmopolitaness in case of non-beneficiaries were found significantly related. (6) Education was found to be significantly and positively related with attitude in both the groups whereas use of mass media, cosmopolitaness and social participation were significantly related with attitude of non-beneficiaries. (7) Education, mass media and cosmopolitaness were found significantly related with adoption of mother and child care of both while landholding was significantly associated with adoption in case of beneficiaries. The remaining variables were not found significantly related with adoption of mother and child-care practices. (8) Education and social participation contributed significantly to knowledge of mother and child-care practices. (9) Variables like education, mass media use, social participation, cosmopolitaness and landholding were crucial variables. (10) As far as the constraints in getting the benefits of ICDS scheme, general constrains, immunization constrains, food and nutrition constrains and resource constrains were considered. The study has 113 references.

[95] Tyagi, S.K. and Mishra, Sudarshan. 1999. **Community Involvement: A Study of an Alternative School.** *Journal of All India Association for Educational Research*, Vol.11 (3&4), 62-69.

**Objective :** The present study aims to investigate the involvement of the community in functioning of an alternative school in the tribal area of Indore. **Method :** An alternative school located in Chunabhatipura in Dhar district of M.P. run by DPEP and randomly selected, 25 community members comprised the sample for the study. A community school relationship scale, developed by the researcher consisted of 30 items was used for data collection. The collected data was analysed with percentage and chi-square. **Findings :** (1) There was no definite opinion regarding the appropriateness of school timings. (2) Majority of the people supported the view regarding their inability in sending the children to school, if the school timings run parallel to the work time in

the fields. (3) The group held the view that there should be declaration of holiday on 'Hat-day' rather than on Sunday. It was also favoured by most of them that a rainy day must be declared holiday and school should work on some other day in its lieu. (3) Most of the parents agreed that they were unable to send their children to school regularly but were undecided on the view about children going to school happily without any force, or unawareness about the importance of the attendance in the school. (4) There was also difference of opinion regarding — relative worth of school, learning at school, school being a waste of time, and teachers' inability to teach well. (5) Though all of them agreed that teachers behaved well with the children, but they felt that the teachers did not teach with interest, do not meet regularly with parents and discuss about the studies of the children, and visit homes for inquiry, if a child remains absent for more than one day. (6) They opined that all the children in the village were not enrolled and school did not pay attention towards the education of girls and low caste students. (7) The group also opined the non-involvement of parents in the education of the children. (8) The group did not agree that the study at school had no utility. No references are cited

[96] Tyagi, S.K. and Mishra, Sudarshan. 2000. **Background Characteristics of Children — A Comparative Study of An Alternative School and a Traditional School.** *The Progress of Education*, Vol.LXXIV(6), 127-131.

**Objective :** The study attempted to compare the background characteristics of enrolled children of alternative school with that of traditional school. **Method :** All the students of Classes I and II of two schools, one alternative school of Chunabhatipura of Dhar district and a regular M.P. Government School from Kakarda of Khargon district, situated in tribal area of Indore division were selected as a sample for the study. A questionnaire used for the collection of data. The collected data was analysed with percentage. **Findings :** (1) The enrolment of girls was better in traditional school as compared to that of alternative school and also the maximum students of traditional school were enrolled at right time. (2) Illiteracy of parents and large number of family members, low economic status of the family members and social prejudices towards girls' education were the cause of this disparity in alternative schools. The study has no references.

## SPECIAL EDUCATION

[97] Dhall, G.D.; Gautam, S.K.S.; Avtar, Ram and Shankar M. 2000. **Effect of Using Remedial Materials in Mathematics on Achievement of Slow Learners.** *School Science*, Vol. XXXVIII(1), 50-57.

**Objectives :** (i) To identify a topic in algebra for Class VI students, which a majority of students find it difficult; (ii) to prepare diagnostic test of the topic for identifying weaker students and to diagnose their difficulties in the concepts which they find difficult to follow; (iii) to prepare supplementary materials on the topic and to teach the students with the material; and (iv) to prepare and administer another diagnostic test to test the effectiveness of prepared remedial material. **Method :** For the sampling purpose five schools were selected using stratified random sampling and weightage was given on area, management and gender. One class each from each school, containing low achievers was selected. The data were collected using diagnostic test and using remedial material. The collected data was analysed using mean, SD,  $SE_M$  't' test. **Finding:** The teaching of students with low achievement with remedial materials, prepared after diagnostic test increased their achievement. No references are cited.

[98] Geetha, T.M. 2000. **Study of Adjustment Problems of Handicapped Children of Secondary School in relation to the Academic Achievement in Karnataka State with reference to Chitradurga, Dharwad and Bellary District.** Ph.D. Edu., *Kuvempu University*, Guide: Dr. P. Basavakumariah.

**Objectives :** (i) To find out the academic achievement of physically handicapped children of high and low self-concept and high and low anxiety group; (ii) to find out significant differences in the interaction between anxiety and self-concept on achievement scores; (iii) to find out the academic achievement of physically handicapped children of high and low achievement-motivation group; (iv) significant differences in the interaction between Ach-motivation and self-concept on academic achievement scores; (v) to find out the academic achievement of physically handicapped children of high and low adjustment group; and (vi) to find out the significant difference in the interaction between adjustment and self-concept,

anxiety and academic motivation and achievement motivation and adjustment on academic achievement scores. **Method** : A sample of 100 students studying in Class IX Kannada medium was selected using random sampling technique. Tool used for data collection were Q-sort set for measuring self-concept by Vasantha Ramkumar, Sinha's Manifest Anxiety Scale, Deo-Mohan's Achievement motivation scale, Adjustment Inventory and Achievement Test by researcher. Multiple-classification of analysis of variance was used for analyzing the data. **Findings** : (1) High self-concept, low anxiety, high achievement motivation, High adjustment showed a higher academic achievement. (2) There was no interaction between self-concept and anxiety on academic achievement. (3) There was a significant interaction between self-concept and adjustment. (4) There was a significant interaction between achievement motivation, and self-concept, self-concept and adjustment and achievement on adjustment. The study has 149 references.

[99] Jena, S.P.K. 2000. **Priorities of Training and Attitude of Special Educators towards People with Mental Handicap. Disabilities and Impairments**, Vol.14 (2), 87-92.

**Objective** : The study intended to examine the priorities of training and attitude of the special educators towards people with mental handicap. **Method** : The sample comprised of 26 special educators (6 males and 20 females) with the mean age 33.9 years, having 2 years working experience, participants in a refresher course on mental retardation from the States of Bihar, Manipur, Orissa, Tripura, and West Bengal. 49-item Attitude to People with Mental Handicaps (APMH) (Nursery, *et al.*, 1990) having 4 domains was used for data collections. The collected data was analysed with percentage and chi-square. **Findings** : (1) Most of the special educators suggested early intervention as the most preferred area of training in special education. (2) There was a strong disagreement among the special educators that the mentally handicapped people look peculiar as compared to other people. (3) Almost all of them agreed that mentally retarded people are like burden for the family and contribute nothing to the society but can be loved by their family members like normal children. (4) They strongly felt that mentally handicapped people should be prevented from having children. The study cites 07 references.

[100] Jyothi, D. Aruna and Reddy, I.V. Ramana. 2000. **Personality Profiles of Hearing-impaired and Normal Children.** *Disabilities and Impairments*, Vol.14(2), 79-86.

**Objective :** The study aimed to compare the personality traits and the personality profiles of the hearing-impaired and normal children. **Method :** The sample comprised of 460 children (230 hearing-impaired studying in special schools and 230 normal children studying in ordinary schools) aged 14-20 years selected randomly. Children's Personality Questionnaire (Porter and Cattell, 1963) adapted by Siddamma (1979) was employed for data collection. Cattell's Profile Similarity Co-efficient was computed and the factors of personality were converted into ten values. **Findings :** (1) The two groups of children both hearing-impaired and normal were found significantly different in their personality profiles. (2) The hearing-impaired and normal children were found different in seven personality factors and the rest of the personality factors the difference was not significant. The study cites 24 references.

[101] Khan, Mahmood Ahmad. 2000. **Gifted Achievers and Underachievers on Personality, Need Achievement and Socio-economic Status Variables: A Factor Analytic Study.** *Indian Educational Review*, Vol.36(2), 32-47.

**Objective :** The study aims to find out the factor constellation associated with gifted achievers and underachievers. **Method :** A sample consisted of 228 subjects, out of which 128 gifted achievers and 100 gifted underachievers selected using Raven's Advanced Progressive Matrices (1962). Urdu adaptation of Cattell's Jr. Sr. HSPQ by Khan (1994) for the measurement of Personality; Urdu adaptation of Mukherjee's incomplete sentence blank by Khan (1994) for the measurement of need achievement and Kashmiri adaptation of Socio-economic Status Scale (Pareek and Trivedi) by Khan (1996) were used for the collection of data. The data was analysed using Factor analysis. **Findings :** (1) The factor pattern associated with gifted achievers is different from that of pattern associated with gifted underachievers. (2) Gifted achievers have better adjustment; satisfaction and dissatisfaction runs through their behaviour; are self-reliant but sometimes apprehensive; are adventurous but sensitive; have high level of aspiration but simultaneously group dependent; are sometimes calm but

preferably enthusiastic to do anything in life; are self-determined and maintain or better their social status and are excitable but committed. (3) Gifted underachievers are characterized by extroversion vs introversion, simultaneously; are aspirant but deal with the task in hand in a happy-go-lucky manner; possess pragmatic qualities but at the same time are individualistic in their dealings; excitable to do the things in life but egoistic tendencies are dominant; calm and placid but adventurous in their style of life; sensitive but tense in their dealings; sociable and mix with the people; decisive in taking a decision right or wrong; inclined to improve or maintain their social status but at the same time emotional. (4) Gifted overachievers are seen to be more conformists than gifted underachievers; gifted underachievers rely more on luck or fate as compared to gifted overachievers and found to be less optimistic. The study has 34 references.

[102] Khan, Zebun Nisa. 2000. **Factor Analysis-cum-Factorial Study of Stress and Burnout Variables Related to the Teachers of Deaf and Dumb Schools.** *Disabilities and Impairments*, Vol.14(1), 23-34.

**Objectives :** (i) To identify the variables of stress and burnout of deaf and dumb school teachers; and (ii) to factor analyse the inter-correlation matrix of the different stress and burnout variables of deaf and dumb school teachers in order to arrive at a smaller number of factors or variables. **Method :** A sample consisted of 52 teachers teaching in schools for deaf and dumb children located in Delhi and Aligarh. The tool administered for data collection was 25 items Five-Point Rating Scale of Job Satisfaction by Bharagva (1975). Co-efficient of the correlation among different variables of stress and burnout was computed. The matrix of intercorrelation was subjected to factor analyses. Principal Axis Method factored the intercorrelation. The extracted factors were rotated to the Varimax Criterion of Simple Structure. Only those factors were considered significant which yielded Eigen values greater than unity. **Findings :** (1) There was considerable difference in the psychological and sociological profile of the teachers teaching in schools for deaf and dumb children under different conditions. (2) It was also found that work role variables influence stress and burnout of teachers in both normal and special schools. The study cites 33 references.

[103] Pandey, Manju. 2000. **Parent-child Relationship and Learning Disability.** *Disabilities and Impairments* Vol.14(2), 109-114.

**Objective :** The present study attempted to investigate the effect of parent-child relationship on learning disability among young children. **Method :** A sample comprised of 93 mothers and 88 fathers of Learning Abled (LA) children and 97 mothers and 86 fathers of Learning Disabled (LD) children selected from Srinagar, Garhwal district of Uttranchal. Parent-child Relationship Scale (PCR) by Sharma and Chauhan (1979) was used for data collection. The data was analysed using mean, SD and 't' value. **Findings :** (1) Mothers of LD children were found to be significantly different only on two dimensions namely, strong realism vs utopian expectation and lenient standards vs severe moralism. (2) Fathers of LD children did not differ significant on any dimensions of PCR scale from fathers of LA children. (3) Both LD and LA children were homogeneous with respect to their initial strength of super-ego. Their hostility, blame etc. were not turned against some person or thing. (4) LD children reflected more critical and self-fault finding tendency than LA children. (5) Both the groups were similar in socialization process and social adjustments. The study cites 10 references.

[104] Pandey, Manju. 2000. **The Learning Disability and Frustration Tolerance Level.** *Disabilities and Impairments*, Vol.14(1), 9-14.

**Objective :** The present study was intended to investigate frustration tolerance level of learning disabled children. **Method :** The sample consisted of 100 learning abled (LA) and 100 learning disabled (LD) within the age-group 6-9 years was selected from different primary schools of Srinagar, Garhwal. Indian adaptation of Rosenzweig Picture Frustration Scale was used for data collection. Statistical technique 't' test was employed for data analysis. **Findings :** (1) LD children were found more aggressive in term of extrogression then LA children. (2) Both the groups were found equal in self-critical tendency or self-fault finding tendency. (3) Both the groups were found equally sensitive to present frustrating experiences and they want to avoid frustrating situation, but LD children were not so sensitive and skilled in presenting the frustration experience as abled children. (4) On reaction-obstacle dominance, both the groups were found equally blocked by the frustration. (5) On reaction-ego-defense, both the groups were



homogenous with respect to their initial strength of ego. (6) It was also observed that both the groups were not able to solve their problems related to needs, such as approval, freedom and nurturance, etc. 16 references are cited.

[105] Pandey, Manju. 2001. **The Learning Disability and Super-ego Variants.** *Psycho Lingua*, Vol.31(1), 33-36.

**Objectives :** The study focusses on the super-ego variants of learning disabled children. **Method :** The sample consisting of 200 children (100 Learning Abled (LA) and 100 Learning Disabled (LD)) ranging 6-9 years were selected from different schools of Srinagar, Garhwal of Uttranchal. Indian Adaptation of Rosenzweig Picture Frustration Scale was used for measuring different super-ego variants. The collected data was analysed using 't' test. **Findings :** (1) Both Learning Disabled and Learning Abled children equally denied that they were responsible for some offense, which they were charged. (2) Both the groups did not differ in admitting guilt by referring to unavoidable circumstances. (3) Both Learning Disabled and Learning Abled children were homogeneous with respect to their initial strength of super-ego. (4) LD students reflected more critical and fault finding tendency than LA children. (5) Both the groups were similar in socialization process and social adjustments as they had the tendency of excusing themselves and others of blame. The study has 12 references.

[106] Rahman, A. 2000. **A Study of the Problems of Mentally Retarded Children and Provisions for their Education in the North-east.** Ph.D. Edu., Nagaland Universtty. Guide: Prof. S.K. Gupta.

**Objectives :** (i) To study the causative factor of mental retardation; (ii) the general problems of mentally retarded (MR) children; (iii) the provisions for the education of MR children; (iv) existing rehabilitation programmes and problems related rehabilitation of MR children; and (v) to develop an 'Action Plan' for the education and rehabilitation of MR children. **Method :** A sample consisted of nine Principals, twenty teachers and six parents of mentally retarded children from nine special schools and four Psychiatrists from three psychiatric departments selected through purposive sampling. Case study, interview schedule, observation schedule and

questionnaire were employed for data collection. Percentages and ratio were used for analysis and interpretation of data. **Findings :** (1) Mental retardation are attributed to genetic and chromosomal abnormalities, over-aged pregnancy, consanguine marriage, pre-natal maternal mental shock, deprivation of oxygen during birth, pre-mature birth, Para-typhoid, Jaundice, epilepsy, accident, bottle-feeding, low level of IQ and economic status. (2) The IQ level of the MR was found between 12.5-71. Among them 30, per cent were educable, 50 per cent trainable and 20 per cent were custodial. (3) It was found that MR children had poor adjustment capacity, inferiority complex, behavioural complaints, eating problems, habit disorder, hyperactive, aggressive, self-injurious, and some of physical problems. (4) There was no problem of wastage but stagnation was a major problem in the special schools. (5) There were no residential facilities in 77.78 per cent institutes, had no buildings of their own in 33 per cent institutes, water supply and sanitation facilities were not available in 11 per cent institutes, student library and common rooms were not existent in 66.64 per cent institutes, 44.50 per cent institutes had no parent teacher association and no institute had permanent health centre, 66.67 per cent institutes were deprived of grants from the concerned state governments, 22 per cent institutes could not get grants from central government. (6) The contribution of NGOs for education and rehabilitation of mentally retarded children in North-east was most significant than the role of government. (7) It was also observed that there was more female teacher than males in the North-east region for MR children. (8) The teacher-student ratio was inadequate and salaries and status of the teachers was also miserable in almost all the institutes of the North-east. The study contains 152 references.

[107] Singh, J.P. 2001. **Vocationalization of the Education of the Visually Handicapped — Role of Technology.** Ph.D. Special Education, Ch. Charan Singh University, Guide: J.P. Srivastaya,

**Objectives :** (i) To survey various teaching institutions for the visually impaired to ascertain vocational skills imparted to them; (ii) to study some skills performed by blinds and visually impaired people outside the teaching institution surveyed; (iii) to lay down general principles for the adoption of the new vocations for the visually impaired; (iv) to propose modification in the machine and/or processes to make these occupations that suitable for the visually impaired; and (v) to

suggest new occupations that could be introduced in special schools for blinds in order to prepare blind and visually impaired children to pursue vocational training in vocational training institutions.

**Method :** Twenty-nine schools for blinds in the States of Haryana, Delhi, and Uttar Pradesh, few institutions where visually handicapped are engaged in manufacturing items of daily use, ITI Pusa, Delhi and eight types of industries of Delhi served as a sample for the study. Questionnaire, interview schedule and observation schedule were used to collect data. The collected data was analysed descriptively. **Findings :** (1) The maximum number of blind students takes admission generally at a very late age. (2) In secondary classes most of the trades, which are being taught in primary section are being continued almost in same proportion. (3) Self-employed blind people possess orientation and mobility, manual dexterity, development of kinesthetic abilities, etc. skills that are required in all forms of employment. (4) It is found that all occupations cannot be taught to the visually impaired persons. (5) Most schools are using only obsolete technologies like chair caning, weaving, candle making, chalk making, etc. Only two schools have introduced training in computer application. (6) It is also observed that modification in machines and processes is required to train blind and visually impaired children in any occupation, as teaching strategies for visually impaired are quite different from those adopted for teaching sighted children.

[108] Vashistha, K.C. and Chaturvedi, Shubhra. 2000. **Influence of Prolonged Deprivation on the Personality of Visually Impaired Children.** *Indian Educational Review*, Vol.36(2), 82-90.

**Objective :** The study examines the influence of prolonged deprivation on the personality of visually impaired children. **Method :** A sample consisted of 150 visually impaired children (age-group of 12 to 20 years) from Classes VI to X were selected randomly. The Braille transcribed forms of the Prolonged Deprivation Scale by Mishra and Tripathi (1977), and Hindi version of Cattell's 16 Personality Factor Questionnaire by Kapoor and Tripathi (1981) were used for the data collection. The collected data was analysed through  $2 \times 3$  factorial design and two-way ANOVA. **Findings :** (1) The highly deprived congenital group tends to be anxious to do the right things, attentive to practical matters, and subject to the dictation of what is possible are able to group ideas quickly, a fast learner. (2) They tend to be tense, excitable, restless, fretful and impatient. They are often

fatigued but unable to remain inactive. Their frustration represents an excess of stimulated, but undercharged drive. In groups, they take a poor view of the degree of unity, orderliness, and leadership. (3) Highly deprived adventitious group tends to be good natured, easy going, emotionally expressive, ready to cooperate, attentive to people, soft hearted, and kindly adaptable. Moreover, they are interested in intellectual matters and have doubts on fundamental issues. They are skeptical and inquiring regarding ideas, either old or new. The study cites 23 references.

[109] Verma, Preeti. 2001. **Cognitive and Motivational Aspects of the Learning Disabled and Effects of Intervention.** *Indian Journal of Educational Research*, Vol.20 (2), 9-17.

**Objectives :** (i) To identify learning disabled and examine their cognitive and motivational aspects; and (ii) to study whether intervention alter the course/effects the course of learning disability. **Method :** A sample consisted of 1140 male students (380 each) from purposely-selected three schools of Western suburb of Mumbai selected through cluster sampling procedure. Raven's coloured Progressive Matrices, WISC III, Behavioural check-list for Screening Learning Disabled and Measures of Cognitive Processes by Swarup and Mehta, Measures of Motivation and First terminal examination formed the sources of data. Data was analysed using median, SD, 't' test, and ANOVA. **Findings :** (1) Discrepant achievers identified by each method were not the same in numbers. (2) Learning disabled and non-disabled were significantly different in respect of selective attention, auditory discrimination, visual discrimination, figure ground and perceptual score. But both the groups did not differ significantly on memory. (3) Non-disabled learners were higher on self-concept, academic self-image, hope for success, fear of failure, n-achievement, locus of control, and level of aspiration as compare to LDs. But both the groups were not different on self-esteem, effort and task difficulty in success and failure conditions. (4) Learning disabled children were significantly different across age and grade on selective attention, perception and visual memory than their non-disabled counterparts. (5) The remediation had affected positively to remedy deficit in the area of self-concept, academic self-image, hope for success, fear of failure, n-achievement, locus of control, level of inspiration and attribution process. (6) There was no spill-over effect of remediation on academic achievement. The study cites 13 references.

## TEACHING-LEARNING PROCESS AND TEACHER EDUCATION

[110] Battacharya, G.C. 2001. **Academic Learning Time and Attainment of Prospective Teachers.** *Psycho Lingua*, Vol.31(1), 57-62.

**Objectives :** (i) To determine the percentage of learners in various achievement levels; (ii) to determine the attainment of mastery level by the prospective teachers in experimental group; and (iii) to determine variation in achievement with reference to the control group of prospective teachers. **Method :** A sample of 20 teachers within age-range 21 to 26 years teaching Geography and concerned with the core paper selected using purposive sampling technique. The data was collected through Achievement/Criterion Referenced Test developed by the investigator. The collected data was analysed using mean, SD, SK & Kurt, and 't' test. **Findings :** (1) It is found that enhancement of learning time in techniques of teaching and evaluation yields higher achievement of prospective teachers. (2) It is also observed that the dedicated and determined educators perform well with the strategies of increasing academic learning time. The study has 5 references.

[111] Rengarajan, V. 1999. **Attitude of Primary Teachers towards Competency-based Lesson Plan.** *Experiments in Education*. Vol.XXVII (9), 164-167.

**Objective :** The study aims to find out the attitude of primary teachers and primary headmasters towards competency-based lesson plan. **Method :** A sample consisted of 149 teachers, consisting of male teachers, female teachers, primary teachers and primary headmasters undergoing in-service training at four Block Resource Centres selected randomly from Pudukkottai district of Tamil Nadu. An Attitude Scale developed by the researcher was used for the collection for the data. The collected data was analysed using 't' test. **Findings :** (1) There was no significant difference between the primary headmasters and primary teachers in their attitude towards competency-based lesson plan as both the primary headmasters and primary teachers possessed the same level of positive/favourable attitude towards competency-based lesson plan.

(2) There was no significant difference in the mean scores of the male teachers and female teachers in their attitude towards competency-based Lesson plan as the male and female teachers possessed the same level of positive/favourable attitude towards competency-based lesson plan, and they were equally willing to adapt to the new method. The study cites 04 references.

[112] Saha, Amal Kumar. 1999. **Role Perception of Trained Teachers.** *The primary Teacher*, Vol.24(2), 20-27.

**Objectives :** (i) To know the attitude of primary teachers towards their profession; (ii) to analyse the teaching method which a primary teacher adopts to teach students; (iii) to analyse the extent of relationship of primary teacher with their students; and (iv) to know the motivation capacity of primary teacher towards their students.

**Method :** A sample consisted of 84 teachers (64 males and 20 females) selected randomly from purposely-selected 30 primary schools of Bilasipara. Questionnaire, Interview and Field Study were employed for data collection. The collected data was analysed using percentage and descriptive statistics. **Findings :** (1) It is found that the quantity of untrained teachers is less at the primary level in comparison to trained teachers. (2) The majority of the teachers use blackboard in the primary schools and they adopt question answer method to teach in the primary classes. (3) Majority of the students understands the lessons they are taught and if any confusion arises in their mind they do not hesitate to ask their teachers. (4) The students share a close relation with their teachers particularly in the primary stage. It is also noticed that teachers want to understand students' mood and they try to satisfy their curiosity even by answering students' irrelevant questions. (5) It is also observed that most of the students respect their teachers and out of their respect they greet them and they cooperate with their teachers to conduct the classes smoothly. (6) Most of the teachers are of the opinion that there is much difference between trained and untrained teachers at primary level. (7) Seventy per cent of primary teachers considered teaching as an ideal job and they denied to leave their job even if they get any other job of high salary. (8) Sixty four per cent teachers are not associated with any teachers' association. (9) Forty one per cent teachers opined that they are in teaching profession because teacher is most respected person in the society. The study has no references.

[113] Singh, Ajit and Kumar, Anil. 1996. **Perception of Teachers. The Primary Teacher**, Vol.21(1), 1-5.

**Objectives :** (i) To study the reasons for choosing teaching as a career; (ii) to study teachers' perceptions regarding their social, economic and professional status; and (iii) to study perceptions of teachers about their promotional prospects. **Method :** The sample consisted of 200 primary teachers selected purposively from two districts namely, Wayanad and Mallapuram as rural and urban districts of Kerala. Data was collected with the help of 'Teacher Schedule' and interview schedule. The collected data was subjected to percentage. **Findings :** (1) It was found that because of limited hours of duty and long vocations female teachers had chosen teaching as a career than male teachers. (2) Social status was found to have a direct bearing on the morale of teachers as most of the teachers reported that inadequate salary and inappropriate service conditions were the main reason for the decline of their social status. None of the teachers from urban areas, however, perceived their social status as declining. (3) About one-third of the teachers did perceive their economic status low or very low. About 80 per cent teachers in both the districts reported that they could meet the needs of their family to some extent only. (4) About one-fourth of the female teachers of Wayanad district and one-half female teachers in Mallapuram perceived their professional status either very high or high. About half of the male teacher in Wayanad and half of the female teacher in Mallapuram perceived their social status moderate. (5) The teachers reported that academic qualification, commitment to welfare of students and experimentation/innovations to improve teaching-learning process were the main factors contributing to their professional status. (6) It was also revealed that adding academic/professional qualification has a bearing on the performance of teachers in their classroom. (7) Though the state government is giving awards to teacher every year to recognize good work of teacher but the numbers of awards were too meager to induce teachers to render good performance as none of the sampled teachers in both the districts got any teacher award. (8) The percentage of teachers who received promotion was also quite low in both the districts. Majority of the teachers in both the district reported that their promotional prospects were bleak. No references are cited.

[114] Yadav, S.K. 2000. **Primary School Teachers' In-service Education on Classroom Transaction — An Impact Study.** *Indian Educational Review*, Vol.36(2), 62-81.

**Objectives :** (i) To study the effectiveness of training gains in terms of knowledge among the participants; and (ii) to assess the impact of training on actual classroom teaching by way of curriculum transaction. **Method :** A sample consisted of 60 teachers who attended the training programme at Block Resource Centre, Hissar (Haryana) under DPEP scheme. Observation Schedule (OS), Achievement Test (AT) and Field Notes (FN) were used for the collection of the data. Correlation and 't' test were computed for analyzing the collected data. **Findings :** (1) The teachers gained in their knowledge in the area of mathematics, language and general awareness during the training programme. (2) The relationship between gains of training and their classroom observation scores was found significant. (3) The gains of training were not fully utilized by the teachers, while teaching particularly mathematics and Hindi language. (4) The teachers used mostly blackboard as the teaching aid during their classroom teaching. (5) The science and math kit were used but not at the satisfactory level. The study cites 12 references.

## TEACHER PROFESSION

[115] Chopra, R. K. 2001. **Workload of Rural and Urban Primary School Teachers — A Comparative Study.** *Perspectives in Education*, Vol.17(2), 105-112.

**Objectives :** (i) To study and compare the workload of primary school teachers in rural and urban settings; (ii) the problems faced by teachers due to large sized classes in rural and urban settings; and (iii) to suggest remedial measures to improve the work climate in the school. **Method :** A sample constitute 180 teachers of 40 primary schools located in two districts namely, Ambala and Sirsa representing high and low literacy districts of Haryana state was selected using multi-stage random sampling procedure. Teacher Workload Questionnaire and Teacher Interview Schedule were used to collect information. The collected data was subjected to percentage. **Findings :** (1) Curricular workload of primary school teachers of rural area was found more than the urban area teachers in terms of numbers of classes taught, number of students being taught and teacher-pupil ratio. (2) Urban teachers devoted much time per week on the students' correction work than their rural



counterparts. (3) The academic part of the curriculum took more time and energy of pupils and teachers, as a result of which co-curricular activities that go to form character, inculcation of values and develop personality were neglected. (4) In addition to the normal curricular load, teachers had to spend substantial amount of time on non-academic duties as a result of which they were left with inadequate time for learners. This affects adversely teachers' job satisfaction and work commitment. (5) Due to large sized classes, teachers of rural and urban school-teachers faced a number of problems like inability to pay attention to individual needs of each child, too much of noise and indiscipline in the class, inability to revise the syllabus of each subject, less time on remedial work, etc. The study cites 11 references.

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[116] Geeta R. Gida. 1995. **Relation between Mental Hygiene and Job Satisfaction among College Teachers — A Psychological Study**. Ph.D. Psychology, Saurashtra University. Guide: Prof. D.J. Bhatt.

**Objectives :** (i) To find out the level of mental hygiene and its association with the job satisfaction of college teachers; (ii) to find out relationship between three variables viz. — aspects of mental hygiene (Perception of reality, Integration of personality, Positive self-evaluation, Group-oriented attitude, Environmental mastery), overall mental hygiene score and job satisfaction; (iii) to study some personal, social-cultural, academic and organizational characteristics of college teachers; (iv) to find out reasons for low mental health and suggestions for improvement; and (v) to find out reasons for low level of job satisfaction and suggestions for improvement. **Method :** The sample consisted of 240 college teachers selected randomly (120 males and 120 females) within the age ranged 25-55 years, belonging to middle socio-economic group from colleges affiliated to universities in Saurashtra region. Personal Data Sheet, Mental Hygiene Inventory and Job Satisfaction Scale were used for the collection of data. The collected data was analysed using 'r', 't' test and ANOVA. **Findings :** (1) Highly significant positive correlation was found between all the five factors of mental hygiene inventory and job satisfaction. (2) There was no significant difference in mental hygiene of young and middle-aged college teachers. (3) Gender, family size, marital status, and rural-urban area did not have much impact on mental hygiene of the college teachers. (4) Family status, amount of stress and anxiety had significant impact on college teachers' mental hygiene. (5) Load of

work, stress, and anxiety had significant impact on job satisfaction. (6) There was no significant mean difference between college teachers' sex, age and faculty combination interaction effect and their mental hygiene. (7) Mean difference between age and job satisfaction of college teachers was found significant. (8) All the factors in totality had its impact though the individual effect of some of them might be insignificant. The study cites 118 references.

- ✓ [117] Kashinath, H. M. 2000. **Interaction Effect of Institutional Climate, Personality and Home Climate on Burnout among Teacher Educators.** *Indian Educational Review*, Vol.36(1), 51-63.

**Objective :** The study aims to analyse independent and combined effects of institutional climate, personality and home climate of teacher-educators on proneness to burnout. **Method :** A sample consisted of 210 teacher-educators working in 29 different colleges of education in Karnataka selected through stratified random sampling. School Organizational Climate Description Questionnaire (SOCDO) by Motilal Sharma, Personality Inventory (PI) by Yashver Singh & Har Mohan Singh; Home Climate Description Scale (HCDS) by H.M. Kailsalingam; and Malsach Burnout Inventory (MBI From Ed) by C. Maslach, E.S. Jackson & R.L. Schwab were used for the collection of data. The collected data was analysed using Mean and ANOVA. **Findings :** (1) Teacher-educators serving in a closed institutional climate are more prone to burnout dimension of Emotional Exhaustion than teacher educators in an open institutional climate. (2) Teacher educators serving in closed institutional climate, introvert teacher educators, and teacher educators with unhappy home climate are more prone to burnout on Depersonalization and Personal Accomplishment dimensions. (3) Introvert teacher educators serving in closed institutional climate with unhappy home climate are more prone to burnout on Emotional Exhaustion and Personal Accomplishment dimensions. The study cites 31 references.

- [118] Khatoon, Tahira and Hasan, Z. 2000. **Job Satisfaction of Secondary School Teachers in relation to their Personal Variables : Sex, Experience, Professional Training, Salary and Religion.** *Indian Educational Review*, Vol.36(1), 64-75.

**Objectives :** (i) To investigate the job satisfaction of secondary school teachers with their jobs; and (ii) to find out whether there

is any relationship between job satisfaction and personal factors of a teacher such as gender, experience, professional training, salary and religion. **Method** : A sample consisted of 228 secondary school teachers (169 male and 59 female teachers) selected from 8 secondary schools of Azamgarh District. Job Satisfaction Scale by Verma (1972) was used for the collection of data. The collected data was analysed using with 't' test. **Findings** : (1) The majority of teachers liked their jobs. (2) The female teachers had a greater degree of job satisfaction than the male teachers. (3) Fresher teachers drawing less salary were more satisfied than their seniors who were more experienced teachers drawing higher salaries. (4) Teachers training was found to influence negatively, whereas religion was not found to make any effect on the teachers' job satisfaction. The study cites 23 references.

[119] ✓ Saxena, Jyotsna. 1995. **A Study of Teacher Effectiveness in Relation to Adjustment, Job Satisfaction and Attitude towards Teaching Profession**. Ph.D. Edu., Garhwal University. Guide: Prof. K.B. Budhori.

**Objectives** : (i) To identify effective teachers; and (ii) to find out relationship between teacher effectiveness and adjustment, teacher effectiveness and job satisfaction, teacher effectiveness and professional attitude. **Method** : The sample comprised 545 teachers from 33 secondary schools from rural area and 22 schools from urban area of Garhwal region selected randomly. Teacher Effectiveness Scale & Job satisfaction Questionnaire by Kumar and Mutha (1985), Teacher Adjustment Inventory (short form) by Mangal (1987), and Attitude Towards Teaching Profession Scale by Katti and Vannur (1977) were used for the collection of data. The collected data was analysed using correlation and 't' test. **Findings** : (1) Both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favourable attitude towards teaching profession. (2) Effective urban, government, female, older, more experienced, untrained and science teachers had relatively better adjustment compared to rural, private, male, younger, less experienced, trained and arts teachers, respectively, while reverse was true in case of ineffective teachers. (3) Post-graduate teachers were found well-adjusted than graduate teachers. (4) Effective rural, younger and untrained teachers were relatively more satisfied with respect to their jobs in comparison to urban, older and trained teachers, respectively while reverse holds good in

respect of ineffective teachers. (5) Private, female, graduate, arts and less experienced teachers had relatively more job satisfaction compared to government, male, post-graduate, science and more experienced teachers, respectively. (6) Effective rural, private, science and more experienced teachers had relatively better teaching attitude compared to urban, government, Arts and less experienced teachers respectively while reverse is the case with regard to ineffective teachers. (7) Female, younger, graduate, and untrained teachers had relatively favourable attitude in comparison to male, older, post-graduate and trained teachers, respectively. The study cites 160 references.

- ✓[120] Shafeeq, Nikhat Yasmin. 2000. **A Study of Job Satisfaction of Teachers Teaching Visually Impaired in relation to their Adjustment.** *Disabilities and Impairments*, Vol.14(2), 115-119.

**Objectives :** (i) To find out the correlation between job satisfaction and adjustment of teachers teaching in the schools of visually impaired children; and (ii) whether there exists any significant difference between the mean scores of teachers on adjustment with low and high job satisfaction. **Method :** A sample consisted of 37 teachers as 18 teachers (14 males and 4 females) from Ahmadi School for Blinds, A.M.U., Aligarh and 19 teachers (16 males and 3 females) from Shri Ajaranandji Maharaj Anandh Vidyalaya, Hardwar, selected randomly for the study. Teacher's Adjustment Inventory by Mangal (1982) and Job Satisfaction Scale by Dixit (1993) were employed for the collection of data. Mean, SD, Correlation and 't' test were employed for data analysis. **Findings :** (1) It was found that highly adjusted teachers had low job satisfaction and vice-versa. (2) Though the relationship between adjustment and job satisfaction was found to be low and negative, yet it indicated that high adjustment leads to low job satisfaction. (3) Adjustment did not play any significant role in job satisfaction of teachers teaching visually impaired at secondary level. The study cites 10 references.

- [121] Shamsuddin, Haji. 1996. **The Influence of Socio-economic Factors on Teachers' Career.** *The Primary Teacher*. Vol.21(1), 6-11.

**Objective :** The study was undertaken to investigate the influence of socio-economic factors on teachers' career. **Method :** The sample of 200 teachers (136 males and 64 females) was selected using

random sampling method from the secondary schools of Madhya Pradesh. The data was collected using questionnaire, visit to schools and personal interviews. The collected data was subjected to percentage analysis. **Findings** : (1) It was found that marriage influenced men teachers in making a selection of teaching career in view of increasing the burden of the family, but in case of women teacher's absence of marriage had influenced their choice of career. (2) As regard to the number of children, the average number of children was three in case of male teachers and two children in case of female teachers. (3) The mean age of the female teachers was found to be 26.5 and 28.8 in case of male teachers. (4) Most of the male teachers were from the families where fathers were not highly qualified, whereas most of the female teachers were from highly qualified families. (5) Only a small percentage of both male and female teachers indicated business, legal and medical practice as their father's occupation. Most of the teachers indicated that their fathers were either in service or farming/cultivation. (6) It was also observed that in spite of the teachers' liking for the noble and honourable profession of teaching they fail to put their best into it due to their economic difficulties at home. (7) It was also found that almost all the teachers had joint families and they also supported joint family system. The study cites no references.

✓[122] Upadhayay, Bal Krishna and Singh, Bhupendra. 2001. **Occupational Stress among College and School Teachers**. *Psychon Lingua*, Vol.31(1), 49-52.

**Objective** : The study intended to investigate the level of occupational stress experienced by the college teachers and the higher secondary school teachers (HSST). **Method** : A sample consisted of 40 government college teachers and higher secondary school teachers were selected from Bhopal. Occupational Stress Index (OSI) by Srivastava and Singh (1984) was used for the data collection. The collected data was analysed using 't' test. **Findings** : (1) The higher secondary school teachers (HSST) showed significantly higher level of stress than the college teachers on the factors related to role overload, role conflict and role ambiguity. (2) Significant difference on the factor of under participation and powerlessness between the HSSTs and college teachers revealed the fact that different managements demand different roles and have different expectation from their employees. (3) Poor relationship with the peer group is always a cause of stress to anyone. College teachers and HSSTs differed significantly on this

factor. The desire to get closer with the head of the institution for the personal benefits and show envy to the advancement of their colleagues could be the potent cause for the college teachers. (4) The college teachers get more time to look after their personal works, have enough time, enjoy higher salary and associated benefits and have higher career expectations, etc. than the HSST's. The study cites 13 references.

## VOCATIONAL EDUCATION

[123] Mathur, Gul and Sharma, Prachi. 2001. **A Study of Career Maturity among Adolescents.** *Psycho Lingua*, Vol.31(2), 85-88.

**Objectives :** (i) To examine the career maturity among adolescents; and (ii) to find out gender differences, if exist in making career choices and career competence among adolescents. **Method :** A sample of 100 adolescents (50 boys and 50 girls) studying in Class XII was selected randomly from the four English medium inter-colleges of Agra city. A standardized questionnaire based on Crites (1974) 'Career Maturity Inventory' and 'Attitude and Competency Test' Indian adaptation by Nirmala Gupta (1989) was employed for data collection. Mean, SD, and 't' test were used for data analysis. **Findings :** (1) Boys were significantly different in their attitude towards career choice than girls as boys had more favourable attitude towards career choices as compared to girls. (2) There was no significant difference found between boys and girls in career maturity. (3) Most of the adolescents had average career maturity. The study cites 10 references.

## WOMEN'S EDUCATION

[124] Giram, Shivkumar J. 2000. **Women's Contribution in Higher Education.** *University News*. Vol.38(44), 14-20.

**Objectives :** (i) To highlight women's contribution in the progress and development of higher education in different faculties; and (ii) to see the trend of females towards academic advancement and acquiring higher degree. **Method :** The sample comprised the teaching staff working in different colleges of Dr. Babasaheb Ambedkar Marathwada University during 1998-99 sessions. Observation schedule was employed for data collection. The

collected data was analysed with percentage. **Findings :** (1) It was observed that out of total teaching staff percentage of female teachers staff was 17.8 per cent. (2) Out of the total female teachers 7.5 per cent had M.Phil and 10.9 per cent, Ph.D. (3) Percentage of female teachers for both M.Phil and Ph.D. was higher than the male teachers. (4) Percentage of female students taking admission at undergraduate and postgraduate levels in arts and science Faculty was high, whereas it was low in the Commerce faculty. (5) The recruitment of female teachers in different faculties was below 30 per cent, which is less than women's reservation quota. (6) The ratio of female teachers to the female students was also different as it was high in commerce faculty and less in professional faculties. The study cites 4 references.

[125] Harpalani, B. D. 1993. **Level of Women Education and its Impact on Family Welfare Programme in District Bijnor.** Ph.D. Economics, Rohilkhand University. Guide: Dr. S. K. Rajput.

**Objectives :** (i) To find out the broad relationship between women education and family welfare programme; (ii) to clarify the concept of family welfare programme, its organization and its progress in district Bijnor; (iii) to identify various aspects of family welfare programme and ascertain its relationship with education of the women; and (iv) to draw policy implications and suggest measures for the successful implementation of the family welfare programme.

**Method :** A sample comprised of 492 women was selected on the basis of their educational level from the five Primary Health Service Centres of Bijnor, Chandpur, Dhampur, Nagina and Najibabad through random sampling. The data was collected through interview schedule and observation. The collected data was analysed qualitatively and quantitatively. **Findings :** (1) Both socio-economic status and family composition of the household affect the fertility and the use or non-use of the contraceptive practices. (2) Women education affects both the total birth rate and crude birth rate. Education of the women emerged as the single most important variable that explains the differential use of contraceptives among the respondents in district Bijnor. (3) Education of women independently affected the adoption of family welfare practices, irrespective of other factors. (4) It was also found that educated women were making the best use of family welfare programmes and the family planning programme is the best tool to control birth rate. The study cites 16 references.

[126] Magre, T. S. 1994. **Status of Women Education in Ratnagiri district of Maharashtra State.** Ph.D. Edu., *University of Bombay.* Guide: Dr. Namita Roy Choudhury.

**Objectives :** (i) To study the present status of Women's Education; (ii) to assess the growth and development of Women's Education and the factors behind it; (iii) to study the existing schools and collegiate curriculum in relation to woman's need; (iv) the causes of wastage and stagnation in women's education; (v) to study the availability of employment for the women (vi) to study the measures provided by central and state governments and other agencies towards women's education; and (vii) to suggest measures to improve the state of women's education in Ratnagiri district of Maharashtra. **Method :** Whole Ratnagiri district was served as the sample for the present study, whereas purposive and convenient sampling procedure was applied to determine the wastage and stagnation in Women's education. Questionnaire, Opinionnaire, Interview schedule and Check-list were the tools employed for the data collection. The collected data was analysed using percentage analysis. **Findings :** (1) There is an urgent need to open middle schools and higher secondary schools exclusively for women scholars to promote the women's education in Ratnagiri. (2) The overall percentage of enrollment of girl students was low as compared to boys. (3) The annual rate of increment of girl students at primary, secondary and, higher secondary level was very low for the period of 1985-86 to 1990-91. (4) Appointment of lady teachers in all the levels was very low. (5) Special institutes for woman scholars and availability of hostel facilities were also very low. (6) The special grants provided for girls education is very meager with two Ashramshalas at the Taluka Sangmeshwer. (7) Savitribai Phule Dattak Palak Yojna Coverage was also insignificant during the year 1985-86 to 1990-91. (8) Provision of governmental facilities had proved better access to promote women's education for Classes I to XII, benefited 46.72 per cent to 93.31 per cent of girls during the year 1984-85 to 1990-91. (9) According to the opinion of heads of the institutions the curriculum at present is meaningful to fulfill the needs of women scholars. (10) The scenario of wastage and stagnation at various levels as Primary, Secondary, Higher Secondary and Tertiary level indicate more than 50 per cent at all the levels. The main cause of phenomenon of wastage and stagnation lies in the economic inadequacy of the family. (12) It is also revealed that the social attitude of the parents towards woman is congenial (13) The job prospectus for women scholars in Ratnagiri



district are not bright enough and therefore, women scholars are not motivated in the area of education. (14) The percentage of women employees in the various department of Ratnagiri Zilla Parishad, public sector and private sectors is very low. The study has 08 references.

[127] Roopa, K.S. 1995. **Non-formal Education for Adult Women to Improve Child-Rearing Practices**. Ph.D. Edu., Bangalore University, Guide: Prof. Phyllis Das.

**Objectives :** (i) To assess and compare knowledge, attitude and practices (KAP) with regard to child-rearing of the urban, and rural, literate and illiterate adult women; (ii) to develop a package of Non-formal Education (NFE) programme suitable for adult women to improve child-rearing practices; and (iii) to study the impact of a non-formal education programme provided to an assessment as compare to a control group. **Method :** A randomly selected sample comprised 150 adult women (30 literate and 30 illiterate women each from both rural and urban areas as experimental groups and 30 women as control group) in the age-group of 20-35 years having children between 0-6 years from Shivajinagar as urban and Arisinakunte of Nelmangala Taluk as rural sample was taken for the purpose. Structured Interview Schedule (SIS) and KAP (Knowledge, Attitude and Practice) Schedule were employed for the collection of data. Qualitative and quantitative approaches were employed for the analysis of data. **Findings :** (1) It was found that urban adult women had greater awareness about nutrition and showed better KAP regarding health and hygienic practices as compared to rural group during pre-test. (2) The significant increase in score in all the areas was found after the post-test. (3) Literate group of both urban and rural areas showed better performance in cooking skills than the illiterate group. (4) The urban literate group encouraged hobbies and recreation for their children more than the rural group. (5) Significant differences were found between the literate and illiterate adult women both from the urban and the rural areas with literate adult women scoring better than illiterate adult women. (6) It was found that NFE programmes had positive effect and helped in bringing about desired changes in all the groups of adult women.

## **List of the names of Journals consulted for abstracting research studies**

1. **Perspectives in Education**, A Journal of the Society for Educational Research and Development, Baroda.
2. **Vigyan Shikshak**, The Science Teacher, All India Science Teacher Association, Kolkotta.
3. **Journal of Indian Education**, NCERT, New Delhi.
4. **Indian Educational Review**, NCERT, New Delhi.
5. **The Primary Teacher**, NCERT, New Delhi.
6. **School Science**, NCERT, New Delhi.
7. **Indian Journal of Educational Research**, Indian Institute of Educational Research, Lucknow.
8. **Indian Journal of Gender Studies**, Sage Publication, New Delhi.
9. **University News**, Association of Indian University, New Delhi.
10. **Psycho Lingua**, Psycho-Linguistic Association of India (PLAI), Raipur.
11. **Disabilities and Impairments**, Akshat Publications, New Delhi.
12. **Psychology and Developing Societies**, Sage Publications, New Delhi.
13. **Journal of Educational Research and Extension**, Sri Ramakrishna Mission Vidyalaya, Coimbatore.
14. **Experiments in Education**, The S.I.T.U. Council of Educational Research, Chennai.
15. **Indian Journal of Open Learning**, IGNOU, New Delhi.
16. **Journal of Social Science**, Kamla-Raj Enterprises, Delhi.
17. **Indian Journal of Applied Linguistics**, Bahari Publication, New Delhi.
18. **The Educational Review**, Chennai.
19. **Journal of Community Guidance and Research**, Chennai.
20. **Indian Journal of Adult Education**, Indian Adult Education Association, New Delhi.
21. **The Indian Economic Journal**, Dept. of Education, University of Bombay.
22. **The Progress of Education**, Pune Vidhyarthi Griha Prakashan, Pune.
23. **Journal of All India Association for Educational Research**.
24. **National Journal of Education**.

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# Educational Abstracts

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*Indian Educational Abstracts* aims to serve the cause of educational research through disseminating the information about educational researches available in public domain. The information will contain abstracts of the researches carried out in India and abroad relevant to Indian educational scene with bibliographic information. They include doctoral theses, research projects, published researches in the form of books and articles in the reputed journals.

This bi-annual periodical solicits abstracts from doctoral students about their work along with the details of the degree awarding institution, guide and year of the award.

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# **INDIAN EDUCATIONAL ABSTRACTS**

**Volume 2**

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## GANDHIJI'S TALISMAN

“I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away.”

*M.K. Gandhi*

## ADULT, CONTINUING AND NON-FORMAL EDUCATION

[128] Chakrabarti, Sharmistha. 1999. **A Critical Study of Family Problems Faced by the Learners, Socio-economic Status, Physical Facilities Available in Literacy Centres, Organizational and Instructional Aspect of Literacy Programme and their Relation with Literacy Achievement of Female Learners in West Bengal.** Research Project, *University of Calcutta*. (NCERT, ERIC funded).

**Objective :** The study intended to find out the difficulties faced by the female learners at home for attending literacy classes, the physical facilities available in the literacy centre, socio-economic background of the learners, organizational aspect of literacy programme and its relation to the literacy achievement.

**Method :** The sample consisted of 320 learners within age range of 9-10 years, selected from twenty-two literacy centres of two districts *viz.* Birbhum and South 24 Parganas of West Bengal. The data was collected through literacy achievement test, socio-economic background questionnaire, physical facilities checklist. Statistical techniques like CV, correlation of co-efficient, 't' test and 'z' test were used for quantitative analysis and rest of the data was analysed qualitatively. **Findings :** (1) Students in literacy centres were mostly females from either Hindu or Muslim community and the main occupation of the guardians was agriculture and the per capita income of the family was around Rs. 100 to Rs. 300. (2) The female learners were found to be poor in writing skills due to non-availability of writing materials and non-adoption of scientific method of teaching for developing writing skill. (3) The performance of ST learners was found to be poor due to language problem. (4) It was found that there was no significant correlation between per capita income of the learners and their achievement. (5) The learners, who engaged in some other occupation performed better than those learners who were not engaged in any other occupation. (6) Educational level of the family influenced learners' literacy achievement. (7) Instructor was found to be the most significant factor of any literacy programme influencing success and failure of literacy programme in a decisive manner. (8) The nature and quality of functioning of the centre was found to influence the achievement in literacy of the learner. (9) The rate of literacy was found higher where the supervisor, village committee and Panchayat were working together for organising literacy centres. The study cites 51 references.

[129] Gavai, Madhav R. 2002. **Development & Standardization of Attitude Scale for Counsellors of Under-graduate Programme Offered by Open Universities in India.** *Journal of Distance Education*, Vol. IX(1),184-196.

**Objective :** The study attempted to develop and standardize Academic Counsellor's Attitude Scale. **Method :** The sample consisted of 25 counsellors. The investigator had asked them for writing an essay on their 'Experiences with Open University System'. The investigator examined these essays and about 278 statements were sorted out from these essays. These statements and several others were taken as the first draft of the attitude scale. This first draft was given to 75 counsellors for a pilot study. For sorting out some appropriate and proper statements for the second draft of a scale having 170 statements was formed with the help of item analysis. The revised draft was sent to 20 experts in the field of Education, Distance Education, Measurement and Evaluation throughout the country. About 10 experts had sent back their valuable opinion for modifying this draft again. On the basis of the experts' submission the final draft had 98 statements categorised under 9 sections of an open university system. **Findings :** The reliability of the whole scale was found to be 0.6349 and validity was found to be 0.7968. The study cites 12 references.

[130] Gireesan, K. 2000. **Role of Local Government Institutions in the Implementation of Continuing Education Programmes in Kerala, India.** *Indian Journal of Adult Education*, Vol. 61(1), 23-33.

**Objectives :** (i) To examine the role of local government institutions in the implementation of the continuing education programmes in Kerala state; and (ii) to make suggestions/recommendations to improve the existing situations of the programmes in the state and elsewhere. **Method :** The sample comprised of 60 coordinators (50 Panchayat coordinators and 10 municipal coordinators), selected by using stratified random sampling procedure from four districts, namely Kasaragod, Palakkad, Ernakulam and Thiruvananthapuram of Kerala. Questionnaire was used to collect the information. Chi-square was employed to analyse the data. **Findings :** (1) The assistance



provided by the local government institution towards the functioning of the programmes was not found much satisfactory. (2) It was found that in organising medical camps, and film shows and production centres, the Observed Frequency of the Male PCOs (Panchayat/Municipal Coordinators) was significantly higher than the expected frequency. (3) No significant difference was observed between male and female PCOs in the nature of assistance received from local government institutions. (4) In providing honorarium from Jana Vidya Kendras (JVK) convenors and in organising vocational oriented courses, the observed frequency of the female PCOs was found to be higher than expected frequency. (5) There was a significant difference found between teachers and other working in the capacity of PCOs in the nature of assistance received from the local government authorities (6) The observed frequency of a teacher PCO was found to be higher than the expected frequency in the assistance received for conducting training programmes, in organising Saksharatha rallies, in organising vocational oriented courses and in organising production centres. (7) The observed frequency of other PCOs who were not teachers was higher than expected frequency in the assistance received for providing honorarium of JVK convenors. The study has 10 references.

[131] Gupta, P. Vishwanadha and Reddy, D. Janardhana. 2000. **A Study on the Functioning of Continuing Education Centres in Chittor District.** *Indian Journal of Adult Education*, Vol.61(1), 34-41.

**Objectives :** (i) To examine the implementation of continuing education programme in Chittor district; (ii) to identify the strengths and weakness of continuing education programme; (iii) to enlist the problems faced by the Preraks in running the continuing education centre; and (iv) to suggest remedial measures for the effective functioning of continuing education programme. **Method :** The sample consisted of 20 CECs, selected from two Mandals namely, Tirupati rural and Chandragiri of Chittor district of Andhra Pradesh. Data was collected using interview schedule, records maintained by Preraks and observation method. Percentage analysis was employed to analyse the data. **Findings :** (1) It was revealed that women participation

in continuing education programme was low as compared to men. (2) Majority of the Preraks was found to be in the age group of 20-30 years. (3) It was found that 40 per cent of the Preraks were degree holders and remaining 60 per cent were non-degree holders. (4) Majority of the Preraks were having 2 years of experience and only half of them had attended the training programmes. (5) Most of the Preraks was found satisfied with the training provided to them. About 55 per cent of Preraks were happy about the regularity of salary payment. (6) Most of the Preraks opined that the building was convenient to the learners. (7) Majority of the beneficiaries were using carom sets followed by volleyball and women learners preferred skipping rope and ring. (8) It was found that all the centres were provided with regular supply of newspaper and weekly board sheet. (9) It was found that the learners mostly use books on social issues, health, agriculture, law, mathematics and books dealing with other cultural aspects, etc. (10) The average attendance of the centres was found to be 20 learners. (11) About 45 per cent of Preraks reported that they were receiving cooperation from the committee to a large extent whereas 35 per cent opined that the committee's cooperation was only to some extent.

[132] Kumaraswamy, T.; Bharathi, K.G. and Doss, V. Robert Dev. 2000. **Influence of Training Materials and Community Support on the Performance of Preraks Organising Continuing Education Centres.** *Indian Journal of Adult Education*, Vol.61(3), 52-60.

**Objectives :** (i) To study the influence of gender, age, caste, education, experience and training on the performance of Preraks; (ii) to find out the effect of gender, age, caste, education, experience as Preraks and total experience in adult education on training, material and community support; (iii) to study the effect of community support on the performance of Preraks; and (iv) to understand the contribution of each independent variable (gender, age, caste, education, experience, training, material and community support) to performance of Preraks. **Method :** The sample comprised of 160 Preraks of both the genders selected from the rural area of Chittor district of Andhra Pradesh. The data was collected using questionnaire, performance scale and

personal data bank, statistical techniques like 't' test, 'F' ratio and multiple correlation were used for data analysis. **Findings :** (1) It was found that gender, education and training significantly influenced the performance of Preraks whereas age, caste, experience had no influence on the performance of Preraks. (2) Gender, age, caste, education and experience had significant influence on materials of Preraks. (3) Materials had significant influence on the performance of Preraks. (4) None of the variables namely— gender, age, caste, education and experience as Prerak and total experience in adult education had significantly influenced the community support of Preraks. (5) It was found that community support had no significant influence on the performance of Preraks. The study has 12 references.

[133] Kumari, P. Vasantha; Rani, K. Sudha and Devi, D. Uma. 2000. **The Problems Faced by Neo-literates in Attending Continuing Education Centres.** *Indian Journal of Adult Education*, Vol. 61(1), 61-70.

**Objectives :** (i) To identify the problems faced by the neo-literates attending the continuing education centres; (ii) to identify the extent of the continuing education activities in the day-to-day activities of the neo-literates; (iii) to examine the implementation of continuing education programme in Chittor district of Andhra Pradesh; (iv) to identify the strengths and weaknesses of continuing education in Chittor district; and (v) to elucidate the suggestions of the neo-literates for effective functioning of the continuing education programme. **Method :** The sample consisted of 100 neo-literates attending Continuing Education Centres (CECs), selected randomly from Chittor district of Andhra Pradesh. Questionnaire and Interview method were used for data collection. Data was analysed using percentage analysis. **Findings :** (1) Neo-literates among the age group between 25-35 faced more problems due to curriculum materials and methods, personal and social, health problems and family problems as compared to the younger age group of 15-25 years. (2) Men were found to face more problems than women attending the CECs. (3) It was found that the neo-literates who had taken up their occupation as agriculture had more problems than those engaged in other than agriculture. The study has no references.

[134] Meena, Ram; Dangi, K.L. and Bairathi. 2000. **Socio-economic Factors Responsible for Participation of Male and Female Beneficiaries in Total Literacy Campaign in Rajasthan.** *Indian Journal of Adult Education*, Vol. 61(1), 34-39.

**Objective :** The study aims to find out the different socio-economic and motivation factors responsible for participation of male and female beneficiaries in successful completion of total literacy campaign. **Method :** The sample consisted of 120 beneficiaries (60 male and 60 female) 20 each from three clusters of two villages in Durgapur district of southern Rajasthan. Interview schedule was used for data collection. The collected data was analysed using Spearman's rank correlation co-efficient. **Findings :** (1) The most important social factors motivating the beneficiaries were found to be involvement in the Panchayati Raj System, Learning of Bhajans were given first and second rank among the reasons given by both male and female beneficiaries. Reading of religious books was the third important reason in the case of females where as reading of newspaper was the third motivating factor for male beneficiaries. (2) The perceived economical motivating factors were not found similar among male and female. Latest knowledge about present job, to obtain ability to fill in the loan application were the top three economic motivational factors in the case of male in that order. Whereas in the case of female getting a job or employment, ways of increasing family income and to obtain latest knowledge about present job formed the top three reasons which were found to be the most important economical motivating factors. The study has four references.

[135] Mishra, Sanjaya and Gaba, Ashok Kumar. 2001. **How Do Distance Learners Use Activities in Self-instruction Materials?** *Indian Journal of Open Learning*, Vol.10(1), 40-51.

**Objectives :** (i) To find out the use of activities in self-instructional materials of IGNOU learners; (ii) to find out their preferences of specific types of activities; and (iii) to study their perceptions about learning from the activities. **Methods :** The sample consisted of 114 students of Foundation Course in Science and Technology, selected randomly. Questionnaire was used to collect information. Both qualitative and quantitative approaches were used to analyse the data. **Findings :** (1) It was found that most of the learners used the activities as instructed by the course

writer. (2) Learners were found to have positive perceptions about the benefits of Self-assessment Questions and Terminal Questions given in Self-learning Materials. (3) It was also found that respondents preferred short answer type questions than multiple-choice questions. (4) Majority of the learners expressed that the margin space provided after the SAQs (Short-answer Questions) was less and more space should be provided after SAQs. The study has 16 references.

[136] Rao, Nagraj; Mahajan, S.L. and Pragasam, A.P. 2002. **Absenteeism of Students in Counselling Sessions of BDP Programme of IGNOU: A Study at Mumbai Centres.** *Journal of Distance Education*, Vol. IX(1), 176-183.

**Objectives :** (i) To find out the reasons for students not attending the counselling sessions organised at the study centres of Mumbai; (ii) to encourage and strengthen the counselling session component of the open learning system; and (iii) to suggest strategies to maximize the attendance of students for counselling session. **Method :** The sample consisted of 100 students attached to three study centres of Mumbai who were not attending the counselling sessions organised for Bachelor's Degree Programme(BDP) of IGNOU. Questionnaire was used to collect data. Percentage technique was used to analyse data. **Findings :** (1) It was found that the study centres were situated far away from the student's residence, therefore, the students were not able to attend the counselling sessions conducted by the study centres. (2) A majority of the BDP students were employed in Navy/Ships and they had to work even on Sundays, hence they were not able to attend the counselling session on Sundays. (3) It was also found that many a times, the counsellors did not turn up for counselling session. (4) It was also revealed that few students did not like the way the counsellor counsel them during the session, hence they abstain from attending counselling sessions. The study cites no reference.

## CURRICULUM

[137] Alaraju, V. 2001. **English Curriculum at 'Plus Two' Level Courses in Andhra Pradesh: A Descriptive Study.** Ph.D. Edu., *Andhra University*. Guide: Prof. V. Krishna Murthy.

**Objectives:** The study attempted to — (i) Examine the syllabus objectives of teaching English at Plus Two level academic courses

and pre-degree professional courses like Polytechnic and Teacher-training certificate; (ii) outline the language skills which are required, based on analysing of textbooks and examination papers; (iii) compare the performance of the students in the examination conducted by the concerned State Government (Intermediate, CBSE, University, etc.); and (iv) outline the exiting training facilities or suggesting the teacher training programmes to the teachers of English to develop these skills in the students. **Method** : The sample consisting of 700 students drawn from six educational institutions offering different types of courses after 10th located in different parts of Andhra Pradesh was selected. The teachers were similarly drawn from different institutions like Kendriya Vidyalayas, DIET, Government Polytechnic colleges, Junior colleges. Prospectus/Handbook and Syllabus, Textbook-detailed and non-detailed, Question paper, marks in the year-end examination in English, and teacher's opinionnaire were used to collect data. The collected data was analysed using descriptive analysis and Critical Ratio. **Findings** : (1) The examination of the objectives revealed that CBSE and TTC have specified objectives. (2) The content of textbooks revealed that selection of Indian writing in English was limited, but the lessons cover various aspects like academic, scientific, stories, adventure, morality, education and so on. Selections are of traditional nature consisting of lessons of very common and routine nature. Book format and lesson organisation have improved. (3) The analysis of the question paper revealed that the character of the question was plainly content and memory-based with the limited items on communication and original or creative writing and the question paper was routine and traditional. (4) It was found that the Polytechnic books contained some scientific and technical English lessons. (5) Among the groups CBSE stood the highest followed by TTC in students' performance and PUC, Intermediate and Polytechnic were of same level. The study cites 110 references.

[138] Kaur, Parminder. 2001. **Development and Evaluation of an Activity-centred Curriculum for Nursery Children in Terms of Physical, Social and Intellectual Growth**. Ph.D. Edu., Panjab University. Guide: Dr G. S. Sodhi.

**Objectives** : (i) To study the existing curricula of nursery class; (ii) to analyse the curricula of nursery class in the light of the

objectives laid down by Kothari Commission (1964-66) for pre-school children; (iii) to construct an activity-centred curriculum framework for nursery class to meet their social, physical and intellectual needs; (iv) to evaluate the effectiveness of activity-centred curriculum in terms of physical, social and intellectual growth; and (v) to study the interaction effect of activity-centred curriculum, gender and place of residence. **Method** : The sample consisted of 200 students of nursery class selected randomly from four different schools of Jalandhar. Data was collected using Bochm's test of basic concepts of pre-school children adapted to Indian condition, social behaviour measuring schedule and physical development assessment scale. ANOVA, 't' test, Skewness and Kurtosis were employed for analysing the data.

**Findings** : (1) The group which was taught by activity-centred curriculum scored better in physical development, social development and cognitive development as compared to their counterpart, taught through traditional curriculum. (2) Overall development of boys was better than that of girls irrespective of type of curriculum. (3) Urban children's development was more as compared to rural children for physical and social development irrespective of the type of curriculum and gender. However, rural children of the activity-centred curriculum scored higher with respect of intellectual development. The study has 70 references.

[139] Suneetha, C.N. 2001. **Developing Supplementary Curricular Programme on Environmental Education for Higher Primary Schools**. Ph.D. Edu., *University of Mysore*. Guide: Dr M.S. Lalithamma.

**Objectives** : (i) To study the state of affairs of basic understanding in environmental education and attitude towards environmental issues among the students of Class VI; (ii) to develop supplementary curricular programme for fostering basic understanding in environmental education and a favourable attitude towards environment expected through environmental education related to Class VI; and (iii) to study the effectiveness in relation to a parallel group in developing basic understanding in environmental education and a favourable attitude towards environment expected through supplementary curricular programme for environmental education. **Method** : The study followed experimental design with one experimental and one

control group. Experimental group contained 213 pupils and control group had 174 pupils drawn from four different schools of Karnataka. All the schools were following the prescribed syllabus of Government of Karnataka. Achievement tests on basic understanding in the units on Biosphere, Air, Water, Soil and Energy, Achievement test on basic understanding in environmental education, an Attitude Scale and Evaluation Sheets were employed for data collection. The collected data was analysed using ANOVA, Duncan's multiple range tests (DMRT) and Multiple Regression Analysis. **Findings** : (1) The experimental treatment was found to be significantly more effective than the parallel treatment in terms of post-performance on basic understanding in environment education. (2) There were significant differences between the four schools with respect to the criterion variables. (3) There was no difference found between boys and girls of different schools taken together irrespective of treatment regarding the development of basic understanding in environmental education. (4) There was no significant interaction effect between treatment group, school and gender and treatment group vs gender and school. (5) The experimental treatment using specially designed supplementary curricular programme was found to be significantly more effective than the parallel treatment involving conventional approach in developing a favourable attitude towards environment in all the four schools. (6) The variable, namely, gain scores in unit on 'Biosphere' was found to be the only one and the best predictor explaining 4 per cent of the variance of the dependent variable. (7) The variable, namely gain scores in unit on 'Soil' was found to be the best predictor and this variable together with the variable, namely, the gain scores in the unit on 'Air' form the second best predictors explaining 7 per cent of the variance of the dependent variable. The study has 141 references.

## EDUCATION OF SC/ST AND MINORITIES

[140] Basantia, Jaga Mohan and Mukhopadhyaya, Dulal. 2000. **Psycho-social Factors and Achievement: An Empirical Study on Tribal Students.** *Journal of All India Association for Educational Research*, Vol. 12 (3&4), 53-58.

**Objectives** : (i) To study the difference between gender and achievement (high and low achiever) of tribal students in their



psycho-social constraints; and (ii) to study the relationship between psycho-social constraints and academic achievement of the tribal students. **Method** : The sample consisted of 320 students (197 boys and 123 girls) of Class VII and IX, selected randomly from 14 schools of Rayagada and Koraput districts of Orissa. Basantia Psycho-social Constraints Inventory (BPSCI-1998) and school examination results for academic achievement of the students were used for the data collection. Statistical techniques viz. Correlation and ANOVA were used for the data analysis. **Findings** : (1) Boys and girls did not differ in terms of psycho-social constraints. (2) The degree of psycho-social constraints differed between high achievers and low achievers. High achievers had low levels of psycho-social constraints. (3) It was revealed that psycho-social constraints and academic achievement are negatively correlated with each other. The study cites eight references.

[141] Borbora, Rupa Das. 2001. **Influence of Parental Literacy on the Academic Achievements of Children Belonging to the Backward Classes : A Study of Kamrup District.** *Journal of Indian Education*, Vol. XXVII(1), 59-65.

**Objectives** : (i) To study the academic achievements of First Generation Learners (FGLs), i.e. the children of illiterate parents and Non-first Generation Learners (NFGLs), i.e. the children of literate parents of the Backward Classes; (ii) to study the academic achievements of the FGL boys and girls of the Backward Classes; (iii) to study the academic achievements of the NFGL boys and girls of the Backward Classes; and (iv) to find out the causes of low academic achievements and suggest remedial measures to the children of the Backward Classes. **Method** : The sample consisted of 154 students from five different schools of Sonapur area. Observation Schedule, Inquiry Schedule and Interview Schedule were used for the data collection. Percentage and chi-square were used for the data analysis. **Findings** : (1) Children of literate parents showed better academic achievement than the children of illiterate parents. (2) The academic achievement of FGLs was found to be the lowest. (3) Academic achievement of the girls was comparatively better than that of boys. (4) It was found that FGLs parents were not aware of their children's education due to busy work schedule. (5) Parents' illiteracy and

lack of facilities were found to be the causes behind low academic achievement. (6) The overall academic achievement was found very low i.e. only 16.9 per cent. (7) Literate parents of the Backward Classes were found highly aware of their children's education and try to give their children guidance and facilities for education. The study has no reference.

**[142] Dash, J. 1999. Trends and Problems of Higher Education of Scheduled Tribes in Orissa.** D.Litt. Edu., *Utkal University*.

**Objectives :** (i) To analyse the development of education of Scheduled Tribes in historical perspective; (ii) to find out the inequality in enrolment of different communities; (iii) to analyse the special facilities available for education of Scheduled Tribes and their perception of the same; (iv) to analyse the results of ST students in high school certificate examinations; (v) to ascertain the socio-economic status of the ST college students; (vi) to identify the pattern of courses pursued by ST college students; (vii) to analyse their views on the institutions and courses in which they have taken admission; (viii) to find out the per capita private cost of higher education for ST students; (ix) to study the problems faced by ST college students; and (x) to suggest guidelines for better spread of higher education among the ST students. **Method :** The sample consisted of 826 ST college students (612 boys and 214 girls) from +2 and degree classes of Koraput, Sundargarh and Sambalpur districts of Orissa. Four questionnaires were administered for the collection of data, i.e. (i) for obtaining the views of ST students on the courses and institutions in which they have taken admission, (ii) for perception of ST students of the special facilities available for them, (iii) for problems of ST college students and (iv) for ascertaining the pattern of private cost of higher education. The collected data was analysed with percentage. **Findings :** (1) Due to low enrolment and higher rate of drop-out, equality of opportunity in enrolment achieved by STs at subsequent stages of education was very low. Representation of STs in higher education, universities and technical and professional courses was the lowest. Majority of the scheduled tribes of the backward districts of the state were deprived of higher education. (2) It was revealed that the tribal habitations were greater victims of non-provision of schooling facilities. The disparity between the special provision

of educational institutions for ST boys and girls was large enough. (3) ST students had lowest percentage of pass in H.S.C. examinations in the state. A considerable percentage of tribal students enrolled in Class X of high schools managed by welfare department, Government of Orissa were detained and not allowed to appear in H.S.C. examination. (4) A considerable percentage of ST college students failed to get seats in the hostels. The problems faced by ST students in the hostels were—over crowded rooms, unhygienic atmosphere, irregular running of mess, poor standard of food, problems created by outsiders, lack of proper study atmosphere, etc. (5) Scheduled Tribe students of families of better socio-economic status as well as comfortable economic condition availed post-matric scholarship. (6) The per capita private cost of higher education of scheduled tribe students was Rs 4776 at +2 stage and Rs 5292 at Degree stage. (7) Scholarships were not disbursed every month and complaints regarding irregular disbursement of scholarship were not heeded and the last date for applying for scholarship was not notified properly. (8) More percentage of girls and students of arts courses considered the scholarship scheme useful than their counterparts. (9) Majority of the respondents considered the special facilities useful and they were of the view that the status of ST has improved but they still continue to be backward. (10) Regarding reservation of posts for scheduled tribes majority of the respondents considered that the percentage of reservation is less, only persons of higher status benefit out of it and the affluent section of ST should not be given this facility. (11) Only 8.11 per cent of the ST students discontinued studies. The reasons were domestic troubles, illness or their unwillingness to study. (12) Majority of the students failed to devote sufficient time for studies due to disturbances created by others, lack of books, etc. and also they had difficulty in understanding lectures due to inadequate explanation by the teachers and the difficult language used by the teachers. (13) The students liked to take admission into Government Colleges with hostel facilities and in the colleges in which their friends took admission. (14) Most of the ST students are admitted into arts courses and majority of them are dissatisfied. They consider that the teachers were not helpful, they avoided and underestimated them and they did not pay extra attention to them as a result of which most of them never went to their teachers for seeking guidance and advice.

(15) Nearly one fifth of the respondents did not have any clear-cut educational aspirations and nearly one sixth of the respondents did not have any clear occupational aspirations whereas one fifth of them hoped to join Government services.

**[143]** Mary Jones, S. 2001. **A Study of Alienation of Christian Minority Students (In Telanagana Area) in Relation to their Educational, Psychological and Social Factors.** Ph.D. Edu., Nagarjuna University. Guide: Dr S. Mary Jones.

**Objectives :** (i) To find out the correlation between socio-economic status and degree of alienation perceived by the Christian students; and (ii) to find out the degree of educational, psychological, social, economical, cultural and political alienation perceived by the Christian students in view of their personal background variables. **Method :** The sample consisted of 360 Christian minority students studying in professional and non-professional courses at different levels of education, selected through stratified random sampling technique. SES Scale by S. Narayana Rao (1979) and Alienation Scale by the researcher were used for data collection. Co-efficient of correlation and 't' test were used for data analysis. **Findings :** (1) The alienation and socio-economic status were found negatively and significantly correlated to each other. It was also found that if one unit of social-economic status increases, alienation would decrease significantly. (2) While all students in the sample exhibited alienation the degree of alienation was lower in the case of urban students as compared to rural students. (3) The Christian students with schedule castes background were more alienated than others. (4) The students who were pursuing non-professional courses were educationally, economically, politically and socially more alienated than their counterparts in professional courses. (5) The degree of alienation between male and female Christian students was insignificant. (6) The Christian students studying in non-Christian colleges were more alienated than Christian students studying in Christian colleges. (7) The Christian students studying through Telugu medium were more alienated than the Christian students studying through English medium. The study has 95 references.

[144] Roy, Rajarshi. 2001. **Status of Tribal Teachers in Assam and West Bengal : A Comparative Study**. Ph.D. Edu., Assam University. Guide: Dr Nikunja Behari Biswas.

**Objectives :** (i) To study the socio-economic and academic status of the tribal teachers; (ii) to ascertain the aspiration for professional education and constraints faced by the tribal teachers in pursuing education while they were students; (iii) to explore the professional relationship of the tribal teachers with their colleagues; (iv) to analyse the role of Government of Assam and West Bengal in the improvement of status of tribal teachers; (v) to study the attitude of the tribal teachers towards their profession, students, colleagues, government, society and working environment; (vi) to explore the psycho-graphic status of the tribal teachers as reflected by their level of creativity; (vii) to explore the status of tribal teachers within their own indigenous community; and (viii) to identify the problems faced by the tribal teachers in their professional environment. **Method :** The sample was drawn from ten districts equally divided between Assam and West Bengal. The size of the sample was 300 equally divided between two states and was selected using stratified random procedure. Tribal teachers belonged to eight indigenous community groups. The study also included 20 experts in tribal affairs each from the two states. A status questionnaire, attitude scale and a problem check-list developed by the investigator and Torrance Test of Creative Thinking (TTCT) by Kundu and Roy were used for the collection of data. ANOVA and 't' test were employed for data analysis. **Findings :** (1) Participation of tribals in teaching profession is very meagre, as most of the educated tribal youths prefer other jobs to that of teaching. (2) Rate of participation of tribals in teaching was found higher in West Bengal compared to Assam. (3) Majority of the teachers started their education through the medium of regional language and not their mother tongue. (4) Political participation of the respondents was significantly higher in West Bengal. However, respondents did not signify any association between political status and religious status. (5) Female teachers from both the states came from higher status families as compared to their male counterparts. (6) Respondents signified a strong association between status and economic situation. (7) Academic qualification of the sample group did not reflect inferior academic status as compared to teachers from mainstream. Among the tribal

teachers, the academic status of West Bengal teachers was higher than the Assam teachers. (8) More tribal teachers from West Bengal in general and more female tribal teachers from both the states, in particular, were having optimum academic qualifications for teaching at higher secondary schools, compared to their respective counterparts. (9) Apart from various problems, the respondents wanted to develop a warm professional relationship with their non-tribal colleagues. (10) In connection with psycho-graphics status, heterogeneity was prominent among the respondents, sex, training and marital status was the major factors, which enhance such heterogeneity. (11) Juxtaposed comparison revealed that respondents from West Bengal were ahead of their counterparts in Assam with respect to the level of creativity. (12) A considerable difference existed between indigenous tribal communities and tribal teachers in perception assets determining economic status. The observation revealed that most of the respondent teachers were de-rooted from their indigenous community. (13) Sequel of problems was prevailing in the institution and society within which the schools were situated. These problems were ethnocentric in nature and affected the tribal teachers in varied ways. Tribal teachers were worse sufferer of those problems due to their ascribed status.

[145] Shanbhag, S.P. 2000. **Multiple Cross-sectional Study of Logical Reasoning among Disadvantaged Children**. Ph.D. Edu., Karnatak University. Guide : Dr H. M. Kasinath.

**Objectives** : (i) To study the nature of development of logical reasoning among SC and ST children; (ii) to study the difference in logical reasoning between boys and girls of ST children; and (iii) to study the difference in logical reasoning between SC and ST children. **Method** : A total of 420 children of 8 to 14 years belonging to SC and ST groups from 6 schools of Mudigere taluk of Chikmagalore district in Karnataka constituted the sample. Standard Piagetian tasks were used for collection of data. Three-way ANOVA was used for analysing the collected data. **Findings** : (1) Both SC and ST children had attained all the logical reasoning abilities studied except Conservation of Area and Conservation of Volume by the age of 14. (2) The order of attainment of abilities varied between the two groups from 2 to 22 months. (3) The SC children were found ahead in the abilities

viz. Concept of age, Conservation of liquid and Conservation of number, while ST children were ahead in remaining abilities. (4) Gender and Caste were found to be the significant factors in attainment of Multiple Classification, conservation of weight and conservation of volume. (5) Gender was found to be a significant factor in the attainment of Concept of Age and Conservation of Area. (6) Age was found to be the significant factor influencing the attainment of all the logical reasoning abilities. (7) Gender and caste together were found to influence the concepts like Conservation of liquid and Conservation of solid. The study has 140 references.

## EDUCATIONAL ADMINISTRATION AND MANAGEMENT

[146] Attri, Kanchan. 2001. **School Climate**. *The Rajasthan Board Journal of Education*, Vol. 40(1), 49-52.

**Objectives :** (i) To establish a relationship between administrative background of the principal and school climate; (ii) to establish a relationship between administrative background of the principal and achievement of the students; and (iii) to compare the dimensions of school climate between the schools having principals with and without administrative background.

**Method :** The sample consisted of 10 government senior secondary schools and fifty teachers (5 from each school) from Delhi. Data was collected using questionnaire. The collected data was analysed descriptively. **Findings :** (1) Teachers working under trained principals were found highly energetic and enthusiastic. (2) It was found that administrative personality of principals had an impact on teachers that stimulated teachers to work sincerely for the benefit of the school. **Conclusion :** A trained principal can certainly build a cohesive social system within a school. Eight references are cited.

[147] Pai, Gokulanathan P. 1999. **Evaluation of the Working and Management of Navodaya Vidyalayas in the North-Eastern Region of India**. Research Project, *North-Eastern Hill University*. (NCERT, ERIC funded)

**Objectives :** (i) To evaluate the benefits derived by the rural and tribal dominated societies in the states through the Jawahar Navodaya Vidyalayas (JNVs) since their inception; (ii) to review

the working of and the management strategies adopted by Navodaya Vidyalayas in the field situation of the region; (ii) to analyse the composition of teachers and students as well as the quality of infrastructure available in the schools; (iv) to find out the levels of achievement of students in different years; and (v) to study the problems faced by the JNVs in the region.

**Method :** The sample comprised of 75 teachers and 322 students of both the genders and 18 heads of the schools from the seven North-eastern states. Questionnaire was used for the data collection. The collected data was analysed qualitatively and descriptively with the use of frequencies and percentages.

**Findings :** (1) It is revealed that the Navodaya scheme of education has taken deep roots in North-east region and there is an increasing demand for more Vidyalayas in many parts of the region excepting Mizoram, Sikkim and Nagaland. (2) It was found that the pace of the development of Vidyalayas has been adversely affected by the number of factors like slow construction work, inadequacy of temporary building made available by different state governments, delay in the recruitment and posting of qualified teachers in Vidyalayas, poorly developed communication facilities, etc. (3) Special difficulties faced by children from the various tribal communities to adopt to a new education system including curriculum were not addressed by the Vidyalayas. (4) It was found that a large number of children studying in JNVs belong to first generation learners from the hitherto neglected rural, remote areas of the country. However their performance in CBSE examination was appreciable. (5) It was also found that many of the successful candidates from the Vidyalaya pursued their studies in various professional and general streams of study in different institutions of higher study in the country. (6) It was found that there is a greater scope to involve more administrators and teachers from different parts of the North-east region in managing JNV scheme of education in the region.

## EDUCATIONAL TECHNOLOGY

[148] Aram, I. Arul. 1999. **UGC Televised Programmes : A Study of Target Viewers' Perception.** Ph.D. Edu., Patna University. Guide : Dr J.P. Sharma.

**Objectives :** (i) To find how far the UGC countrywide classroom imparts knowledge and promotes development; (ii) to find how



far the UGC countrywide classroom uses television medium effectively to get across the message; (iii) to find whether Indian programmes are preferred to foreign ones; (iv) to find whether UGC countrywide classroom serves the needs of its target audience; (v) to find whether the rural under-graduate students and teachers view the UGC countrywide classroom more than their urban counterparts; (vi) to find whether the teachers use the UGC countrywide classroom programmes for their students and to elicit their view on the programme; and (vii) to undertake a comparative analysis in the perception of the target audiences in terms of rural-urban, male-female, English- regional language medium and Arts-Science courses. **Method** : The sample consisted of 1000 under-graduate students (500 urban and 500 rural) and 100 under-graduate teachers (50 urban and 50 rural), selected using stratified random sampling procedure. The data was collected using questionnaire. Chi-square and 't' test were employed for data analysis. **Findings** : (1) There was no significant influence of parents' occupation, education and economic status on the students' viewing of the UGC countrywide classroom. (2) It was found that most of the mothers were housewives and they motivated their children to watch UGC countrywide classroom. (3) There was a significant relationship found between students' viewership and teachers recommendation followed by discussion of the programmes. (4) The practice of recommending and discussing the programmes was not influenced by the teachers' experience and qualification. (5) There was a significant difference between students and teachers in the preference shown to the method of presentation, namely, lecture, demonstration and interview formats, whereas such difference in preference to the formats like group discussion, animation and documentary was absent between them. (6) The target audiences preferred demonstration, documentary and group discussion to lecture and interview. (7) Advance information about the schedule of programme under countrywide classroom was equally accessible to colleges located in urban or in rural areas. But the locality affected the viewing frequency and the preferred timing for viewing UGC countrywide classroom. (8) Rural viewers preferred foreign programmes more as compared to urban viewers. (9) There was a significant relationship between the number of years in college and viewership of the UGC countrywide classroom among students. (10) The reasons for

non-viewing of the programmes were : the inconvenient timings of the telecast of the programmes, pressure of college studies and non-availability of TV sets in colleges. (11) Urban students preferred watching programmes on 'new-emerging fields', 'innovations/discoveries' and collective efforts. (12) Newspapers and announcements made in UGC telecast were the major sources of information to know the programmes schedule in advance.

[149] Banerjee, Anil Chandra. 1998. **Development of a Science-Technology Society (STS) Approach of Teaching Science in Middle Schools and Try-out of its Effectiveness in Selected Schools.** *Independent Study, NCERT (ERIC funded).*

**Objectives :** (i) To develop and field test Science-Technology Society (STS) module tests and STS approach of teaching science in middle schools; and (ii) to assess the effectiveness of the STS approach in the development of abilities in multiple domains of concepts, problem-solving and decision-making, creative thinking and attitudes, in comparison to the traditional textbook approach. **Method :** The sample consisted of 622 students of Classes VI, VII and VIII. 305 students were assigned to STS group and 317 students to textbook group. Nine teachers participated in the study. The study used textbooks prescribed by the CBSE and fourteen STS modules prepared by the researcher. Tests covering concept, problem-solving and decision-making, creative-thinking and attitude inventory for both teacher and students were developed and used for data collection. Statistical analysis like unpaired and paired test, one-way ANOVA and Benoferrinne Multiple Range test were used.

**Findings :** (1) It was found that STS students can do equally well and significantly better in some classes in the concept domain in comparison to textbook students. (2) It was revealed that STS approach helps in developing better abilities in the problem-solving and decision-making domains. (3) STS group and textbook group were not found significantly different in creativity domain. (4) It was found that STS group had improved their attitudes towards science teachers and science classes significantly in comparison to the textbook group.

[150] Kalia, Ashok K.; Levine, Tamar and Vij, Sanjna. 2000. **Computer Self-confidence and Computer Experience in Relation to Computer-related Attitudes and Commitment to Learning.** *Journal of All India Association for Educational Research*, Vol.12(3&4), 65-71.

**Objectives :** (i) To identify computer self-confidence and computer related attitude among students; (ii) to find out the relationship between computer self-confidence, computer related attitudes and commitment to learning among computer students; and (iii) to find out the relationship between computer experience, computer related attitudes and commitment to learning among computer students. **Method :** The sample consisted of 50 students (Male and Female) selected from NIIT computer centre, Rohtak, (Haryana). Computer attitude and self-confidence questionnaire were administered. Correlation was used for analysing the data. **Findings :** (1) Students with greater confidence in their ability to learn new computer uses reflected more favourable attitudes towards computers. (2) It was revealed that there was a negative effect of computer confidence on commitment to learning as the more confidence in computer, the lower the commitment to learning computer applications. (3) There was no significant relationship between computer experience and computer attitude. The study cites 11 references.

[151] Kumaran, D. and Selvaraju, K. 2001. **A Study of Cognitive and Affective Computer Attitudes of Teachers.** *Journal of All India Association for Educational Research*, Vol.13(1&2), 01-07.

**Objectives :** (i) To validate the cognitive and affective computer attitude scale using factor analysis; (ii) to study the computer attitude of the teachers; (iii) to study the cognitive computer attitude of the teachers; (iv) to study the affective computer attitude of the teachers; and (v) to study whether the teachers differ significantly in computer attitudes, with respect to their personal background and contextual variables. **Method :** The sample consisted of 275 teachers, selected through stratified random sampling techniques. The investigators developed the computer attitude scale based on the ideas gained through article authored by Bannom, Marshall and Fluegal (1985) for use in data collection. SD, and 't' test were used for the data analysis. **Findings :** (1) In general, teachers had more favourable computer attitude. (2) The gender of the teachers had significant influence

on affective computer attitude and no significant influence on cognitive computer attitude. Male teachers had more favourable affective computer attitude. (3) Age of the teachers had little influence on computer attitude. (4) Younger teachers had more favourable cognitive computer attitude subscale. (5) Differences in the designation of the teachers had no significant influence on computer attitude. (6) Teachers with post-graduation qualification had more favourable computer attitude. (7) The professional educational qualification of the teachers had no significant influence on computer attitude. (8) The subject of specialization (faculty) of the teachers had little influence on computer attitude. (9) The teachers belonging to commerce and science faculty had more favourable cognitive and affective computer attitude. (10) Different types of managements of schools had no significant influence on teachers computer attitude. (11) The types of schools (Boys, Girls and Co-education) had little influence on computer attitude. (12) The schools belonging to different boards of education had no significant influence on teachers computer attitude. The study has eight references.

**[152] Mishra, S.P. 1998. An Exploratory Study of the Educational Television Programmes Produced by the UGC for the College Students with Special Reference to Their Production and Utilization. Ph.D. Edu., Utkal University, Guide : Dr.Jagannath Mohanty.**

**Objectives :** (i) To analyse and evaluate the characteristics of Country Wide Class Room (CWCR) ETV Programmes telecast by the UGC for under-graduate students; (ii) to study the general background and TV viewing habits of the respondents; (iii) to study the extent of utilisation of the ETV programmes by the respondents; (iv) to assess the values of the CWCR ETV programmes for the respondents; (v) to analyse the views of the respondents on production, quality and format of the CWCR ETV programmes; and (vi) to suggest guidelines for better utilization of the programmes by the respondents. **Method :** The sample consisted of 320 subjects (160 from rural and 160 from urban) from 6 general colleges (3 rural and 3 urban). Randomly selected 25 programmes were recorded and analysed. The sample of programmes represented 14 different subject areas. Each programme was given to only one subject expert for observation and analysis. Questionnaire and observation schedule were used

for the data collection. The collected data was analysed with the chi-square test. **Findings :** (1) It was found that knowledge was given much emphasis in most of the programmes, understanding was given emphasis to some extent, in majority programmes, but application, skill attitude and appreciation objectives were not emphasized at all in most of the programmes. (2) It was found that adequate teaching aids were not used in majority of the programmes and the presentation of the 50 per cent of the programmes was not satisfactory. (3) Majority of the respondents were the regular viewer of TV programmes. (4) There was no gender difference found among the respondents in frequency of watching the CWCR ETV programmes. (5) It was found that a greater percentage of respondents from urban areas watched CWCR ETV programmes more regularly than their rural counterparts. (6) Respondents of different economic conditions differed with respect to frequency of watching the programmes. Respondents of better economic conditions watched the programmes more regularly than respondents of lower economic conditions. (7) It was found that respondents of different academic standards did not differ with respect to frequency of watching the CWCR ETV programmes. (8) Greater percentage of female respondents considered the programme more useful than male respondents. (9) Respondents of higher economic condition considered the programmes less useful than respondents of lower economic conditions. (10) Greater percentage of respondents of rural areas considered the programmes more useful than urban respondents. (11) More than 50 per cent of the respondents considered that the style of presentation of most of the CWCR ETV programmes was not interesting. (12) More than half of the sample considered the time duration of most of the programmes to be short, the quality of audio as bad, but a vast majority of the respondents mentioned that information provided in the CWCR ETV programmes as new for them.

[153] Panda, Subhash Chandra and Chaudhury, Jayakrushna. 2000. **Effect of Computer Assisted Learning (CAL) in Achieving Higher Cognitive Skills.** *Journals of All India Association for Educational Research*, Vol. 12(3&4), 25-30.

**Objectives :** (i) To determine the degree of attainment of cognitive skills through computer assisted learning (CAL) compared to

traditional approach to teaching; and (ii) to compare the effect of CAL on the learning achievement of boys and girls. **Method** : The sample consisted of 40 students (23 boys and 17 girls) within the age group 15-17 years from Class XII, selected using cluster sampling. They were further divided equally into two group as control and experimental group. Standard Raven's Progressive Matrices to measure intelligence and objective-based achievement test constructed for the purpose were used. Special objective-based lesson plans on CAL were used for treatment in experimental group. Statistical techniques like 'F' test, 't' test and chi-square were used to analyse the data. **Findings** : (1) Computer assisted learning (CAL) resulted in greater learning achievements in all hierarchies of cognitive domain. (2) Male students were found to be superior to female students in learning physics. The study has eight references.

[154] Rai, Kamlesh. 2002. **Effectiveness of Tele-course in Distance Education: A Meta Analysis**. *Independent Study*, New Delhi: CIET, NCERT.

**Objective** : Meta analysis of studies on effectiveness of tele-course in distance education. **Method** : Fifty-three studies served as sample for the study. These were collected through Journal and Internet and coded in order to examine the contextual characteristics of the studies. Cohen approach was used for meta-analysis. **Findings** : (1) A considerable heterogeneity in achievement was observed in all the studies. (2) It was found that the instructional features influencing learners achievement were : type of interaction available during the broadcast, type of courses, types of delivery equipments used, type of remote size, presenter's experience with delivery method, etc. Two-way interaction was found to be the best method of interaction between presenter and learner. (3) Improvement in technology, transactional strategies had a major impact on student achievement in distance education tele-course. (4) The effect size difference between male and female authors seemed to reflect improvement in the quality of technology over the decades rather than a direct relation to the gender of the author, because all the female authors published in the late 1980s to the 2000s. (5) There was no relationship found between learner's achievement, types of research design or type of text used to measure achievement. The study has 43 references.

[155] Narayanasamy, M. and Thangasamy, S. 2001. **A Study of Computer Uses among Teacher Educators in Teacher Training Institutions in Tamil Nadu.** *Indian Journal of Open Learning*, Vol. 10(1), 60-67.

**Objective :** The present study was undertaken to find out the extent of the use of computer by the teachers in District Institutes of Education and Training (DIETs) and Teacher Training Institutes (TTIs). **Method :** The sample consisted of 453 teachers (326 in DIETs and 127 in TTIs managed by private management/agencies) from Tamil Nadu. Questionnaire was used to collect data. Frequencies, percentage and Kruskal-wall's analysis were used for data analysis. **Findings :** (1) Nearly 35 per cent of the teachers in DIETs reported that computer had been used in all the six tasks whereas in TTIs it was only 20 per cent. (2) In both types of institutions nearly 65 to 80 per cent of teachers admitted that they were not able to perform a variety of computer tasks. (3) About 52 per cent of DIET teachers agreed that computer could be used in pre-service training in their institutions and 53.7 per cent teachers reported that computer could be used in in-service training. (4) In TTIs 45.7 per cent of teachers favoured the used of computer in pre-service training, whereas only 5.5 per cent teachers reported that computer could be used in in-service training. (5) Nearly 50 per cent of teachers in DIETs reported utilization of computer for resource support and action research purposes but only 7.7 per cent of teachers of TTIs reported the use of computer in action research. (6) Over 80 per cent of teachers of DIETs considered lack of adequate training, lack of external incentives, lack of equipment and software as the most important barrier in learning more about computer. Only small percentage of teachers reported lack of time and lack of interest in computers as barriers and the same was the case with teachers of TTIs. (7) In DIETs only 27.9 per cent teachers were using computer frequently. 52.2 per cent occasionally and 46.9% were rarely using computer. (8) In TTIs about 17 per cent teachers were using computer frequently, 21.3% occasionally and 61.4% never used computer. The study has 14 references.

156. Rathod, M.B. and Verma, M. 2000. **Comparison of Integrated Teaching Strategy Using Concept Attainment Model and Inquiry Training Model with Conventional Teaching in Terms of Inductive Reasoning.** *Behavioural Scientists*, Vol. 1(1-2), 31-34.

**Objectives :** (i) To find out the impact of Integrated Teaching Strategies (ITS) developed by combining aspects of Concept Attainment Model and Inquiry Training Model on the development of the inductive reasoning among students; and (ii) to compare the inductive reasoning scores of students studying through ITS with those studying through conventional method. **Method :** The sample consisted of all Class IX students within the age ranged 13-15 years of Hindi medium belonging to different SES, studying in Sanyogitaganj Higher Secondary School. Inductive Reasoning Test developed by investigator was used for the data collection. The collected data was analysed with the correlation and 't' test.

**Findings :** (1) It is found that Integrated Teaching Strategy improved the inductive reasoning of students. (2) Integrated Teaching Strategy increased students' inductive reasoning significantly as compared to conventional method. The study cites four references.

[157] Suresh, Thilaka. 2000. **Instructional Strategy Change on the Achievement in Bio-technology and Attitude towards Science among Higher Secondary School Students.** *Journal of All India Association for Educational Research*, Vol.12(384) 14-19.

**Objectives :** (i) To develop a computer assisted learning (CAL) programme 'Bio-tech' to teach basic principles of Bio-technology; (ii) to assess the effectiveness of tutorial 'Bio-tech' CAL package in attaining the content objectives when used independently by students; and (iii) to examine the influence of this instructional strategy change on the achievement in Bio-technology and attitude towards science. **Method :** The sample consisted of 200 students of eleventh standard within the age group 16-17 years of State Board of Education. They were further divided equally into experimental and control groups. Each of the experimental and control groups was further divided into three groups consisting of only boys, only girls and mixed category. CAL



programme was developed and used for the experimental group. Students receptivity Test, Computer Familiarity Test, Biology Proficiency Test, Achievement Test in Bio-technology and Attitude Scale Towards Science (German, 1988) were the tools used in the study. The collected data was analysed using Path analysis.

**Findings :** (1) It was found that CAI strategy had a positive influence on the achievement in Bio-technology. (2) Mixed students performed better than single sex groups in Bio-technology taught through CAL. (3) The experimental group students were found to have a significant favourable change in their attitude towards science after learning Bio-technology through CAI. The study cites seven references.

## **GUIDANCE AND COUNSELLING**

[158] Sukumar, B. 2001. **IGNOU Interactive Radio Counselling : A Study.** *Indian Journal of Open Learning*, Vol.10(1), 80-92.

**Objectives :** (i) To determine the media-habit of the IGNOU students; (ii) to find out the opinion of the students regarding the various facilities provided at the IGNOU study centres vis-à-vis radio counselling; (iii) to find out the utility of radio counselling; (iv) to find out the utility of radio counselling for students; and (v) to find out the reactions of the students on various components of the programme.

**Method :** The sample consisted of 115 IGNOU students and 114 people from outside IGNOU selected from different districts of Kerala. The data was collected using questionnaire. Percentage analysis was used for data analysis.

**Findings :** (1) It was found that only 42 per cent of the respondents enrolled in IGNOU were aware of the topic of presentation in advance. The remaining respondents were aware of the topic presentation only at the time of radio counselling. (2) The regular listeners of Radio counselling were found to be 34 per cent in case of the students and 18 per cent in case of public. (3) A majority of the respondents expressed that their frequency of interaction with the resource person was very limited. (4) Nearly 92 per cent respondents indicated that the time allotted in the morning was very appropriate and were not in favour of any other timing. (5) Majority of the respondents were found satisfied with the performance of the presenter. (6) Majority of the respondents opined that the content load was enough, and the technical terms were explained clearly or

explained to some extent. (7) English was found to be the most preferred language for presentation followed by Hindi.

[159] Vanlalhruali. 2001. **The Social and Psychological Factors of Drop-outs (13-18 years) in Relation to Drug Abuse in Mizoram.** Ph.D. Edu., *Mizoram University*. Guide : Prof. R. S. Wangu.

**Objectives :** (i) To identify the social and psychological factors related to drug abuse in drop-outs (13-18 years) of Mizoram; (ii) to find out the nature, type and pattern of drug-abuse in drop-outs; (iii) to study variation in psychological and social variables between sex groups and educational level groups of drug abusing drop-outs; (iv) to study the parental perception, awareness and attitudes towards their drug abusing children; and (v) to study the various measures taken up in Mizoram to check drug abuse and extent to which these measures have succeeded. **Method :** The sample consisted of 145 drug abusers within the age group of 13-18 years, who were no longer in the mainstream of academic life. Tools like Case study schedule, Drug data sheet, Junior-Senior High School Personality Questionnaire, Questionnaire for Parents and Information bank for de-addiction and rehabilitation centres were used to collect data. The collected information was analysed using percentage analysis, chi-square, 't' test, modal values and rank orders. **Findings :** (1) The drug abusing drop-outs were having reserved personality, low intelligence, average emotional stability and excitability. They also exhibited submissive personality, doubting individualistic traits and high self-sufficiency. (2) Certain social factors such as unsatisfactory home conditions, parental deprivations, lack of parental education and parental knowledge about the activities of the subjects, etc. influenced the subjects' behaviour. (3) The variation was found in the nature, type and pattern of drug abuse in drop-outs. (4) Hard-core and casual drug abusing drop-outs differed significantly on psychological factors. (5) Male and female were found significantly different on some psychological factors. (6) Significant differences also existed between psychological and social variables between different educational levels (7) Parental perception, awareness and attitude were important factors in the drug abusive behaviour in subjects. (8) It was also found that the measure taken up in Mizoram to check drug abuse had not been very effective. The study cites 112 references.

## LANGUAGE EDUCATION

[160] Patra, Swati. 2001. **Role of Language of Instruction in the Multi-lingual School System of India.** Ph.D. Psychology, Utkal University. Guide : Dr Nandita Babu.

**Objectives :** (i) To examine the role of language/medium of instruction in children's performance in reading, writing science achievement; (ii) to examine the impact of introduction of the second language English at different grade levels on children's performance in reading, writing and meta-language, mathematics and science achievement. **Method :** The sample consisted of 120 children, 60 each from Oriya (Mother Tongue) medium and English (Second Language) medium schools of Classes VI and VIII. Questionnaire, Socio-Economic Status Scale (SES), Reading, Decoding test by Dash (1982), Word Identification test by Woodcock (1987) and Passage Comprehension test by Das (1995) in Oriya and by Woodcock (1987) in English were used in the study. The collected data was analysed using ANOVA, 't' test and correlation. **Findings :** (1) Oriya medium children performed better than English medium children in planned composition and meta-language in definition task and also in language task. (2) Reading performance of Oriya medium children was better only in Class VI for decoding in comprehension, but not in Class VIII. (3) In mathematics achievement, no significant difference was reported between Oriya and English medium children in Class VIII. (4) Oriya medium children of Class VI performed better in comprehension and application components of mathematics task. (5) In science achievement, English medium children performed better in application component in both Class VI and VIII. Oriya medium children performed better in knowledge and comprehension component. (6) The English medium children performed better in (second language) decoding comprehension and planned composition but not in meta-language. (7) Children who studied  $L_2$  at later class performed better in planned composition as compared to children studying  $L_2$  at a later class. Such children also performed better in reading comprehension at Class VI. (8) There was no significant difference reported in reading, decoding and meta-language. The study contains 98 references.

[161] Rodge, Sunanda G. 2001. **Graded Vocabulary of Pupil's in Marathi Studying in Standard V in Marathi Medium Schools from Nanded Municipal Area.** Ph.D. Edu., *Swami Ramanand Teerth Marathwada University, Nanded.* Guide : Prabhakar R. Naladkar (The original document is in Marathi).

**Objectives :** (i) To prepare the graded vocabulary for the Pupil's of V standard studying in Marathi medium schools; (ii) to analyse the present textbooks prescribed for Standard V; and (iii) to suggest improvement in the textbook. **Method :** The sample consisted of V Standard students studying in Marathi medium schools from Nanded municipal area, selected randomly. Vocabulary Test prepared by the investigator was administered for the collection of the data. Simple statistics like frequency, percentage were employed for data analysis. **Findings :** (1) The criteria for selection of words for Graded Vocabulary (Recognition or Reproduction) were fixed at 50 per cent or more. As per this criterion the pupils of Standard V recognised only 13.42% words. (2) The number of words reproduced were only 16.65%.

[162] Satsangee, Nandita. 1993. **Preparation of an English Proficiency Course for Student-Teachers of English as a Second Language (ESL) in the Agra Region.** Ph.D Edu., *Dayalbagh Educational Institute.* Guide : Sarla Paul.

**Objectives :** (i) To identify the linguistic needs of a competent High School teacher of English; (ii) to survey the existing standards of language proficiency of prospective high school teacher (B.Ed.) of English in the Agra Region; and (iii) to prepare an English language proficiency course for prospective high school teachers of English. **Method :** The study was conducted in three phases. The sample for phase I involving needs analysis consisted of 200 pupil-teachers, 50 high school teachers, 20 high school principals, 10 teacher educators of English and 15 experts in ELT and linguistics from India and abroad. For phase II addressing the language proficiency status used a sample of 156 pupil-teachers for administering tests, 66 pupil-teachers for observation and 10 teacher-educators for consultation. The students were drawn from 7 institutes located in 4 districts of Agra region. The data was collected in two phases. The data was analysed using mean and weighted mean. **Findings :**

(1) Language needs of high school teachers were identified in a hierarchy of importance. The most important needs included grammar, four basic language skills, the functional use of English for performing instructional, social and organisational functions in the classroom, etc. (2) History of English language and literature and ESP (English for Special Purposes) were not considered important. (3) The language proficiency status of high school region was found to be ordinary in most of the language skills tested. **Conclusion** : Language proficiency of prospective teachers of English was not adequate in relation to their professional needs. The study cites 104 references.

## MEASUREMENT AND EVALUATION

[163] Das, B.C. and Das, S. 2001. **Viewing Doordarshan (TV) Programmes : Preferences of High School Students.** *Indian Journal of Open Learning*, Vol. 10(1), 100-109.

**Objectives** : (i) To find out the TV viewing preferences of the students at the high school level of Class IX; (ii) to find out the extent to which the respondents exposed themselves to TV programmes; (iii) to find out the socio-economic status of the viewers; (iv) to find out the differences between boys and girls in TV viewing preferences; (v) to find out the effectiveness of various programmes on their education; (vi) to find out the influence of TV programmes on the different aspects of their lives; and (vii) to suggest measures for better utilization of TV for human resource development and improvement of the programme on Doordarshan. **Method** : The sample consisted of 200 students (100 boys and 100 girls) of Class IX belonging to different linguistic groups such as Assamese, Bengali, Garo, Hindi, Khasi, Marwari, Mizo and Nepali, drawn from 15 high schools of Shillong. The questionnaire designed on the basis of "Total Design Method" suggested by Dilman (1987) and socio-economic status scale by Kupuswamy (1976) were used for gathering data. Collected data was analysed with the percentage. **Findings** : (1) There were no differences in viewing preferences of TV programmes between students belonging to high, low and middle socio-economic status groups. (2) It was found that majority of the students knew Hindi, English as compared to other languages. (3) Majority of the students had TV sets in their homes. About 19 per cent of the

students had no TV sets of their own because their parents thought that it would disturb their studies and 5.5 per cent could not afford having a TV set because of economic reasons. (4) Majority of the students had the habit of watching TV every day. Almost all students who had no TV sets of their own watched TV at their neighbours' or friends' places during holidays, Sundays or in the evenings. (5) Majority (95%) of the students responded that TV has influenced their social life in a better way. One third watched TV for the purpose of education, and a similar per cent watched for entertainment and the remaining watched for both the reasons. (6) Almost all the tribal students had pointed out that there was too much Hindi used in TV and the use of English was too less. Almost all respondents thought that TV viewing improves general knowledge, scientific interest, vocational interest and help them in selecting hobbies. However, most of the students state that TV does not affect their culture and values in any negative way. (8) The most preferred programmes of the students were subject based quiz programmes, comedy, mastery/adventure and sports, in that order. (9) Most of the students had pointed out that there would be uses of TV, video, tape-recorders, computers, calculators in the classroom in 2001 and teacher's role would be quite different from that of today. The study cites 20 references.

✓[164] Dogra, Anitha. 2000. **A Study of the Impact of an Integrated Intervention on Scholastic Performance of School Children.** Research Project, *The Society for Promotion of Excellence.* (NCERT, ERIC funded).

**Objective :** The study was undertaken to evaluate the impact of the specially devised innovative integrated teaching methodology on the performance of school students. **Method :** The sample consisted of 34 teachers, who underwent training workshop on integrated teaching intervention programme for the period of 10-12 days and the 163 students of Class VI, who obtained low pass marks or failed but promoted to next class were drawn from two aided schools and one state government school. Tools like Teacher Effectiveness Scale, Attitude towards teaching, Achievement Test for students and Feedback form to ascertain the opinion of teachers towards training were used to collect data. The statistical analyses used were correlation, 't' test,

percentage and descriptive analysis. **Findings :** (1) It was found that the performance of all the students improved, when taught through new methodology of teaching, but the identified scholastically backward students showed significant improvement as compared to other students. (2) It was also found that scholastically backward students had shown significant improvement in their performance on all the four aspects, i.e. general knowledge, numerical ability, expressiveness and comprehension after being taught by the integrated teaching methodology. (3) The training also found effective in terms of teaching effectiveness and attitude towards teaching changed positively after training. Eleven references are cited.

[165] Dash, D. and Satapathy, M.K. 2001. **Knowledge, Attitude and Practices of Primary School Teachers regarding Pupil's Personal Hygiene and Health Care : Implications for School Effectiveness.** *The Primary Teacher*, Vol. XXVI (2), 52-57.

**Objectives :** (i) To assess the knowledge, attitude and practices of primary school teachers with regard to pupil's personal hygiene and health care; and (ii) to compare the knowledge, attitude and practices among men and women, and rural and urban school teachers regarding pupils' personal hygiene and health care.

**Method :** The sample consisted of 100 primary school teachers teaching in 42 primary schools (31 Oriya medium and 11 English medium schools) located in the urban and rural areas of Bhubaneswar in Orissa. Questionnaires were used for the data collection. 't' test was used for the data analysis. **Findings :** (1) It was observed that both male and female teachers in rural schools had good knowledge of child health but female teachers were found significantly more knowledgeable than male teachers whereas teachers in urban areas also showed fairly high knowledge, but there was no difference between female and male teachers in urban schools. (2) It was also found that both rural and urban teachers were in favour of health education. Urban teachers were found more in favour of health education than rural teachers. (3) The health check-up was not a regular practice in rural schools whereas in urban schools it was a regular practice. (4) It was also found that female teachers paid attention to pupil health care more than male teachers and there was significant difference between them both in rural and urban

schools. (5) The urban school teachers were more knowledgeable in health and health education than that of rural school teachers. (6) It was found that most of the children studying in rural schools suffered from skin diseases, roundworm infection, dental problem and Vitamin 'A' deficiency. (7) Urban English medium school teachers maintained health records of pupils and sometimes discussed the issues with parents. (8) Most of the schools did not have toilet facilities for children and few had drinking water facilities. In rural school, there was no provision in the time table for health check-up and also many schools lacked first aid facility. The study cites no references.

[166] Kasinath, H.M. 2002. **An Interaction Effect of Locality and Gender on Guilford's Evaluation Abilities.** *Perspectives in Education*, Vol. 18(1), 51-58.

**Objective :** The study aims to examine the interaction effect of locality and gender on Guilford's evaluation of semantic abilities.

**Method :** A random sample consisted of 300 Class VII students drawn from eight primary schools of Dharwad block, of whom 150 students each were from rural and urban schools and among them 138 were boys and 168 were girls. A Multiple Choice Type Test developed by the investigator was employed for the data collection. The collected data was analysed using two-way ANOVA. **Findings :** (1) The locality of the students had significant influence on Evaluation of Semantic Relations, as students studying in urban primary schools showed a greater number of strengths in their abilities for evaluation of semantic relations, transformations and implications than students in rural primary schools. (2) The gender of the students had a significant effect on the performance on all three forms of abilities. Boys outperformed girls on all the three. The study contains 25 references.

[167] Kaur, Harvinder and Kaur Pushpinder. 2000. **Entrance Test Scores as Predictor of Achievement of Teacher Trainees.** *Journal of All India Association for Educational Research*, Vol.12(1&2), 19-24.

**Objectives :** (i) To find out the Entrance Test Scores and Achievement Scores of Teacher Trainees; (ii) to explore the



relationship between the Entrance Test Scores and Achievement Scores of teacher trainees; and (iii) to find out the difference in the Entrance Test Scores and Achievement Scores of Male and Female teacher trainees. **Method** : The sample consisted of 100 teacher trainees 50 each male and female from academic session 1996-1998 selected randomly from the Department of Correspondence Courses of Punjabi University, Patiala. The scores of students on entrance test consisting General Awareness, Mental Ability, Teaching Potential, language proficiency and achievement scores on skill in teaching and sessional work were taken. The data was analysed using co-efficient of correlation and ANOVA. **Findings** : (1) It was found that there was a significant relationship between Entrance Test and Achievement Scores. (2) It was found that gender significantly affected the achievement as both male and female teacher-trainees were found to be significantly different in Entrance Test and Achievement Scores. The study cites five references.

[168] Paranjape, V.G. 2001. **Development of an Instructional System for Mathematics through Content-cum-Methodology Approach**. Ph.D. Edu., *Shivaji University*. Guide : Dr Suhas K. Wagh.

**Objectives** : (i) To analyse the traditional approach and Content-cum-Methodology (CCM) approach of teaching Mathematics; and (ii) to plan; design, construct and test instructional system for teaching of Mathematics. **Method** : The sample consisted of 120 students studying in Class VIII, 30 pupil-teachers and 2 colleges of education were selected from Sangli and Ichalkaranji cities. Tools like questionnaire, achievement test for pupil teachers and students, retention test, interview schedule and lesson observation rating scale were used for data collection. The collected data was analysed using 't' test. **Findings** : (1) Instructional system for Mathematics developed under the study was more effective than conventional instructional system for both students and pupil teachers. (2) The male pupil-teachers and female pupil-teacher performed differently under both instructional system. (3) Similarly male and female students differed in their performance under both instructional systems. The study has 53 references.

[169] Mahapatra, Premalata. 2000. **Developing Creative Expression in Elementary Grades through Enrichment Programmes.** *Journal of All India Association for Educational Research*, Vol. 12(3&4), 72-78.

**Objectives :** (i) To provide an enrichment programme through stimulating imaginative thinking and fantasy in children, removing the blocks to creativity, and providing experiences through activities and exercises to stretch their minds; (ii) to study the effect of enrichment programme; and (iii) to compare the effect in relation to sex variation. **Method :** The sample consisted of 80 students from Class V of the UGME School of Bhubaneswar, equally divided into two groups as experimental and control. A composition test for Class V included in the common test used by the school was adopted for the study. The collected data was analysed with 't' test. **Findings :** (1) It was found that the experimental treatment of enrichment programme had a positive impact on the children. (2) Girls were found to be better in developing composition writing as compared to boys. Four references are cited.

✓ [170] Nagaraju, C.S. 2000. **Classroom Processes: Comparative Case Studies.** *DPEP Commitment of NCERT*, New Delhi: NCERT.

**Objectives :** (i) To generate descriptive categories of classroom process based on observation in schools having different structural and contextual characteristics; (ii) to know and categorise the attitudes of the teachers towards the factors associated with goals, support received in teaching, students, materials, supervision and monitoring, etc.; (iii) to relate teachers attitudinal categories with the classroom process categories; (iv) to measure the quantity of learning experiences in term of opportunity time provided to children in schools having different structural and contextual characteristics; (v) to interpret quantitatively, the opportunity time to learn and achievement scores (of 4/5 grade students) and relating these to the descriptive categories in schools and attitudes of teachers; and (vi) to examine the interventions introduced with a view to influence the process leading towards targeted levels of school outcomes in the light of the emergent classroom process categories under the study (the intervention to be focussed is training, TLMs, monitoring and

supervision, etc. for quality improvement in terms of their implied school characteristics and classroom practices). **Method :** The sample of the study comprised 62 schools of 17 different types from the seven states viz. Andhra Pradesh, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Uttar Pradesh. Data was collected through non-participant observation of the schools and classroom transactions by a trained observer for the duration of five to six days in each school, covering different weekdays but spread over six to seven month, information from school records about the enrollment and attendance of children and teacher absence, audio recording of teacher talk, video recording of all the classroom activities on one of the six days and audio recorded interviews of teachers, children and community members. On the basis of collected data case studies of different types of schools were prepared based upon which the cross-site analysis was undertaken to prepare the report. **Findings :** (1) There existed a remarkable similarity across states in normative structuring of time under the curriculum. All the teachers in all the schools considered the official version as the ideal. The variation of its implementation found across differing school context was invariably perceived as an administrative or resource problem and not as a structural problem of curriculum in practice impeding the realisation of learning potential of most of the children. (2) Opportunity time varied inversely with the number of teachers in the school. The opportunity time also gets reduced across different categories of schools due to teachers' engagement in filling attendance reports for mid-day meal distribution, filling various formats for supplying information sought by authorities and extending of in-service training time for one week or more. (3) The real school contexts demonstrated two recognizable variety, one characterised by rural habitations/semi-urban fringes, multi-grade, attended generally by children that could be categorized as groups with special needs in social sense, whereas another one was characterised by urban mono-class context, catering to the middle classes. Both these contexts require all together different approaches to the structure curricular, training and delivery of the training guided by the common principles of child centred joyful learning. (4) More or less uniform pedagogy was observed irrespective of differing contexts. (5) The teachers revealed that they found it difficult to reconcile with the curricular and pedagogic innovations in the

place of graded curriculum. They also feel instinctively that though games, activities and group work help young children to enjoy and learn but such an approach has to be carried out for each year grade separately. (5) In most of the so-called multi-grade schools, the teacher pupil ratio was very comfortable as observed in the classrooms but half of the children were just waiting for the teachers in most of the cases. (6) It is observed that teachers do not have autonomy/capacity/or both to make decisions at the school level within the board framework. Even the concept of curriculum in educational discourse is not understood properly. (7) In government schools, irrespective of the schools located in rural/tribal/urban areas or having two/three/four teachers, the same textbook and same year grade structures associated with the textbook are followed uniformly, because it is prescribed and inviolable. Even the problems/grievances perceived by the teachers emerge out of this and rationalized because the uniform conditions do not exist. (8) Teachers also expressed that considerable time is utilized to provide statistical information and in maintenance of records. (9) In many states teachers recognized the need of joyful, activity based transactions for the first two years of schooling and they use concrete teaching learning materials. But they also opined that beyond Class II and I the joy would dilute learning. (10) The classroom transactions are dominated by textbook and teachers' talk in higher classes. Emphasis on rote learning and dominance of the examination system still persists. Preparation for terminal examination at the end of successive stages dominates the psyche of the teachers. (11) The educational process is perceived as a set of bureaucratic procedures with instructions, rules, protocol and precedents. Hence, each of the new interventions becomes add-ons or amendments. (12) Teachers agree that for the better functioning of the school, more involvement of community/parents is very essential. There has been a visible increase in involvement coinciding with the formation of VECs. But the regular attendance of children in the school has not changed much. However, schools are still seen as negotiating with the communities and are yet to become a part of the community.

[171] Sindhu, R.S. and Sharma, Reeta. 1999. **Analysis of Errors Committed by the Students in a Public Examination of Secondary Science in India.** *School Science*, Vol. XXXVII(2), 53-57.

**Objectives :** (i) To identify the errors of students; (ii) to classify the errors for detecting pattern and relationship; (iii) to draw inference about possible causes; and (iv) to give recommendations for minimizing the errors. **Method :** The sample consisted of 611 answer scripts and four sets of question papers of the M.P. Board Examination of Science at secondary level procured from M.P. Board Office. Percentage was used to analyse data. **Finding :** Common errors were : (1) Faulty comprehension of test items, (2) Conceptual misunderstanding, (3) Inability to draw and label the parts, (4) Poor computation abilities, and (5) Spelling and syntax mistakes. The study has six references.

[172] Sindhu, R.S. and Sharma, Rashmi. 2001. **Assessment of the Performance of Senior Secondary Students in Essential Skills of Chemistry Practicals.** *School Science*, Vol. XXXIX(4), 66-69.

**Objectives :** (i) To find out the level of performance of the students in the skills of following instructions for carrying out practical work, reporting of the observations/measurements and interpreting and concluding; and (ii) to find out the differences in the performance of boys and girls in different skills. **Method :** The sample consisted of 38 students (23 boys and 15 girls) of Class XII of a Kendriya Vidyalaya located in Bhopal. The task was to find out the molarity of a given potassium permanganate solution by titrating against M/20 ferrous ammonium sulphate. Mean, SD and Percentage were used to analyse data. **Findings :** (1) The study reveals that the students have acquired appreciable mastery in the skills of following the instructions, interpretation of observations, draw conclusions and report the same. (2) It was also found that the boys had performed better in case of interpretation and drawing conclusion while girls were good in following instructions and reporting. The study cites seven references.

[173] Singh, Gargi. 1995. **Non-Verbal Classroom Interaction Pattern of English Teachers and Hindi Teachers of Junior High School Level.** Ph.D. Edu., *Bundelkhand University*. Guide : Dr. R.P. Pandey.

**Objectives :** (i) To compare the verbal and non-verbal interaction patterns of English teachers and Hindi teachers; and (ii) to

compare the verbal and non-verbal interaction pattern of male and female teachers. **Method** : The sample comprised of 240 English and Hindi teachers, both male and female selected from Junior High schools of Raebareli region. Observation Survey Method and Galloway and French Interaction technique (1962) were employed for data collection. Statistical techniques like chi-square and 't' test were used for data analysis. **Findings** : (1) There was significant difference between male and female Hindi teachers for encouragement, restrictive and indirectness. Male Hindi teachers were found to be more encouraging and less restrictive and indirect non-verbally. (2) Male Hindi teachers were more encouraging and less restrictive and indirect non-verbally than male English teachers. (3) Male English teachers were found to be less encouraging and more restrictive and direct non-verbally than female English teachers. (4) Both Hindi and English teachers were not found significantly different in encouragement behaviour component.

[174] Tripathi, K.N. and Mishra, U. 2001. **Effect of Autonomous Orientation on Performance and Task Motivation.** *Indian Educational Review*, Vol. 37(2), 76-85.

**Objective** : The study aims to examine the effect of autonomous orientation on students performance and task motivation in the Indian Socio-cultural setting. **Method** : The sample consisted of 60 undergraduate students randomly selected from Bhopal University with a mean age 19.7 years and equally representing both the genders. They were further divided into three equal groups as autonomous, constrained and control group. Each subject worked under two sessions, namely, two experimental and free choice sessions. The subjects were required to complete a task of writing possible uses of a set of given objects. An identical task was also prepared and given in the free choice session. **Findings** : (1) It was found that task performance and task motivation are influenced by the task orientation under which a particular assignment is performed. Autonomous orientation led to higher intrinsic motivation as compared to constrained and control conditions. (2) Greater performance and task motivation were found evinced during free choice session than experimental session. (3) It was revealed that autonomy

orientation provides self-determination, which is helpful in enhancing subsequent interest as well as intrinsic motivation for the task (4) It was observed that compulsion from outside decreases one's motivation, performance and subsequent interest in the task. The study has 26 references.

**[175]** Vamadevappa, H.V. 2000. **An Investigation into Factors Causing Under-achievement in Biology among Pre-university Students.** Ph.D. Edu., *Kuvempu University*. Guide : Dr M.M. Pattanashetti.

**Objectives :** (i) To identify the under-achievers in Biology among the first year pre-university students; (ii) to identify the causes of under-achievement in Biology among the pre-university students; and (iii) to suggest measures for the improvement of achievement of under-achievers in Biology in the light of the identified causes of under-achievement. **Method :** For the purpose, 480 students were selected from first year pre-university science classes from 10 pre-university colleges of Chitradurga district using proportionate stratified random sampling technique. For data collection, Group Test of Intelligence (Ahuja), Achievement test in Biology by researcher, Science attitude scale (Avinash Grewal, 1990), Achievement motive test (Bhargava, 1994), Study habits inventory (Palsane and Sharma, 1989), Adjustment inventory for college students (1980) and Comprehensive anxiety test by Sinha and Singh (1990), Self-concept questionnaire by Rajkumar Saraswat (1992), and Socio-economic status scale by Kakkar (1993) were employed. The collected data was subjected to regression, co-efficient of correlation, ANOVA and multiple range tests. **Findings :** (1) Attitude of students towards science, achievement motivation, study habits, self-concept and socio-economic status were found to be positively and significantly related to achievement in biology. (2) Adjustment problems and comprehensive anxiety were negatively and significantly related to achievement in biology. **Conclusion :** Low achievement motivation, poor study habits, poor adjustment, high comprehensive anxiety, low self-concept and socio-economic status were the causes of under-achievers in biology among first year pre-university students. The study has 120 references.

**176.** Yagnik, L.R. and Kacker, Arpita. 2001. **Role of Medium of Instruction in Achievement Skill.** *Journal of Community Guidance and Research*, Vol. 18(2), 223-226.

**Objective :** The study aims to examine the Role of Medium of Instruction in Achievement skills of the children. **Method :** The sample consisted of 60 English and Hindi medium students from Classes I, II and III, selected randomly. The Hindi adaptation of Metropolitan test by George et. al. (1978) was used for the data collection. Statistical analysis 't' test was used to analyse the collected data. **Finding :** It was found that students of both the medium of all the classes were not found significantly different in all the three scales of achievement test. **Conclusion :** Medium of Instruction does not play significant role in achievement skill of the children. The study cites five references.

## PHILOSOPHY OF EDUCATION

**[177]** Dave, Daya. 1997. **Environmental Education in Vedas.** Ph.D. Edu., M.L. Sukhadia University. Guide : Dr M.P. Sharma.

**Objectives :** (i) To study the concept of environment in Vedic literature; (ii) to study man-environment relationship in Vedic literature; (iii) to study environment conservation in Vedic literature; and (iv) to study the environmental education in Vedic literature. **Method :** Both primary and secondary sources were studied and only three Vedas were included viz. Rig Veda, Yajur Veda and Atherva Veda by employing historical and normative survey method. An interview schedule was used to find out the opinion of experts of Vedas, environment and education regarding environment education in Vedas. The data was analysed qualitatively. **Findings :** (1) The study reveals that the concept of environment in Vedas includes a balanced and harmonious relationship between living and non-living beings/objects. (2) The bond of relationship between man and environment is very strong and sensitive as well. (3) According to Vedas, man is part and parcel of environment and is totally dependent on it for his physical, cognitive, emotional, attractive, spiritual, religious and moral development. (4) According to Vedic philosophy, the aim of education is not just to preach and sermonize but to bring



about a qualitative change in human behaviour through environment.

[178] Hossain, Tafajol. 2000. **Analyticity and Necessity**. Ph.D. Philosophy, *University of Burdwan*. Guide: Dr Mamata Bandopadhyay.

**Objective :** This philosophical study was undertaken with the purpose to critically explain the view of some traditional and contemporary philosophers regarding analyticity and necessity of proposition and also to throw light on some problems related to the notion of analyticity and necessity. **Method :** The philosophical writings, criticism and interpretations of some philosophers like Kant, Katz, Frege, Wittgenstein, Carnap, Dummett, Stroud, Kripke, McGinn, Malcom Quine, Kaplan, Smullyan and Kripke have been used as sources. **Findings :** (1) Kant claimed to be the first philosopher to draw the distinction between analytic and synthetic propositions clearly. He defined 'analytic' proposition in terms of the notion of containment of concepts and in terms of principle of contradiction and 'necessity' as one of the two criteria of apriori proposition, i.e. analytic apriori and synthetic apriori. (2) Katz criticized Kant's view that if Kant had stuck strictly to the concept containment notion of analyticity then he would have seen that what he said about mathematical truth in posing the problem of synthetic apriori truths in Mathematics, and can also be said about logical truths. (3) Frege criticized Kant's account of analyticity on three grounds and speaks of 'a plant in the seed' type notion of containment, which he thinks superior than Kantian 'beam in the house' type notion of containment. Frege viewed that 'analytic' propositions are true by virtue of the law of logic and definition. (4) Wittgenstein explained analyticity of sentences in terms of his notion of L-truth (truth of logic) and meaning postulate. (5) Quine expressed the 'necessity' resides in the way we say things and not in the things we talk about. (6) According to Kripke 'necessity' is that we deal with as a notion of metaphysics, which has nothing to do with anyone's knowledge of anything. (7) The researcher found to be most satisfied with Putnam's account with regard to the notions of analyticity and necessity. The study has 136 references.

[179] Pandey, Vandana, 2002. **Sankhya Yoga Darshan Par Adharit Shaliya Pathyakarama ka Vikas (Development of School Curriculum based on Sankhya Philosophy)**. Ph.D. Edu., *Devi Ahilya Vishwavidyalaya*. Guide : Dr Umesh Chander Vashisht.

**Objectives** : (i) To study the educational components/elements of Sankhya philosophy; (ii) to prepare school curriculum based on the principles of Sankhya philosophy; (iii) to determine educational aims based on Sankhya philosophy; (iv) to determine the teaching method based on Sankhya philosophy; and (v) to determine evaluation techniques based on Sankhya philosophy.

**Method** : Educational aspects and logical analysis of the principles of Sankhya philosophy were studied and a new curriculum was prepared on the basis of old and new educational method of Indian philosophy. **Findings** : The study demonstrates that the curriculum principles of Sankhya philosophy are relevant and applicable in modern times. The study argues with illustrations that school curriculum can be prepared on the basis of Indian philosophy. The study has 156 references.

[180] Srinivasa Rao, T. 2001. **Person, Mind and Body : A Critical Examination of the Concept of Person**. Ph.D. Philosophy, *University of Hyderabad*. Guide : Prof. Ramesh Chandra Pradhan.

**Objective** : The study attempted to identify and examine the fundamental approaches to the concept of person in the light of commonsense view of the concept of person (Dualism of Mind and Body) and Personal Identity. **Method** : History of philosophy was studied in the light of the problem of the concept of person by critically examining the theories propounded by various philosophers by synthesizing relevant viewpoint to reach a rational conclusion. **Findings** : (1) Spiritualism and Materialism have not consistently explained the concept of person. (2) Their commitment to monism kept them away from understanding the dualistic nature of reality. (3) Both materialism and spiritualism take diametrically opposed positions. (4) Mind-Body dualism is a middle path between the mentalism and materialism. (5) There is no account of person, which can be dissociated from the dualism of mind and body. The study has 371 references.

[181] Verma, Anita. 1995. **A Comparative Study of the Educational Philosophy of Swami Dayanand and Sri Aurobindo Ghosh and its Relevance to Modern Indian Education.** Ph. D. Edu., *Punjabi University*. Guide : Prof. T.S. Sodhi.

**Objectives :** (i) To study the General Philosophy of Swami Dayanand and Sri Aurobindo; (ii) to compare the General Philosophy of Swami Dayanand and Sri Aurobindo under the Metaphysics, Epistemology, Axiology and Logic; (iii) to study the Educational Philosophy of Swami Dayanand and Sri Aurobindo; (iv) to compare the educational philosophies of Swami Dayanand and Sri Aurobindo under the various aspects of educational thoughts and practice like aims of education, curriculum, role of teacher, methods of teaching, discipline, freedom, punishment, co-education, women education and mass education; and (v) to study the relevance of their educational philosophies in the present educational set up of Indian Education. **Method :** The writings of Swami Dayanand and Sri Aurobindo Ghosh were used as primary source of data supported by personal visits to different Arya Samaj and Sri Aurobindo Ashrams in Delhi. Various publications of Arya Samaj and DAV Management, New Delhi and by Aurobindo's International Centre of Education, Pondicherry and Delhi Branch formed secondary source of data. The study also examined different commissions, committees and education policies from time to time after independence like RKC (1948-49), SEC (1952-53), IEC (1964-66), NPE (1968, 1979, 1986), ARMRC (1990), JRC (1992), and Five Years Plan documents from First Five Year Plan to Ninth Five Year Plan (1951 to 2002). **Findings :** (1) Swami Dayanand and Sri Aurobindo wanted to produce men of letters as well as great leaders for the future through education and also inculcated an awareness among all the Indians regarding various aspects of human personality development by having faith in the Vedas and stressed on moral values for upliftment. (2) Their contributions served as a panacea for flushing out social evils of society and tried to solve the problems of life by linking the present with the past, and for opening new ways for future. (3) They favoured National System of Education due to increase in scientific knowledge. They worked deeply in the field of education, to remove ignorance and prepare humanity for progress is rightly suggested in the NPE (1986). (4) They advised free, compulsory primary education at least up to

6 to 14 years. Article 45 Indian Constitution also stresses the free, compulsory primary education of children of 6-14 year age group. (5) They believed in child-centred curriculum and advocated self-study as the best method of teaching, which is reflected in NPE (1986). They also believed in the equalization of educational opportunities to all SC/ST/OBC and handicapped. (6) They emphasized on women education that helps them in improving their social status by competing with men on equal footings in fields. (7) They considered mother tongue as medium of instruction as the best approach. (8) Their emphasis of imparting education for the development of human personality and imparting essential and universal values among students to lead a life of an ideal citizen through infusion of old values with new values is reflected in the IEC (1964-66), SEC (1952-53), and NPE (1986). (9) Their ideas on technical education through formal and non-formal, and religious education have been incorporated in IEC (1964-66), SEC (1952-53) and NPE (1986). (10) Their emphasis on physical education along with yoga education to get rid of restlessness, sufferings and sorrows and the art of concentration receives highest priority in the NPE (1986). (11) They accorded highest place to the teacher in the educational process. This aspect has been highlighted in the SES (1952-53), NPE (1986). (12) They support the need for mass education and vocational education programme for the progress of any nation, this has been included in IEC (1964-66), NPE (1986). (13) Swami Dayanand did not favour co-education, which prevented many girls to pursue their education due to lack of separate educational institutions. (14) Dayanand's views were closer to the Ancient Vedic literature while Sri Aurobindo presented the world a new creative idea by having contemporary outlook. (15) Swami Dayanand favoured strict discipline but Sri Aurobindo gave special place to freedom in the education scheme.

**[182] Verma, Geeta. 2001. A Comparative Study of the Educational Thoughts of Swami Vivekananda and Sri Aurobindo Ghosh and their Relevance in the Context of National Policy on Education 1986. Ph.D. Edu., Panjab University. Guide : Prof. Harish Sharma.**

**Objectives :** (i) To study the educational context in India at the time of Swami Vivekananda and Sri Aurobindo Ghosh; (ii) to

study the life and works of Swami Vivekananda and Sri Aurobindo Ghosh in terms of metaphysics, epistemology, ethics, aesthetics, logic, Vedanta, evolution, Yoga/integral Yoga and religion; (iii) to highlight the education thoughts of Swami Vivekananda and Sri Aurobindo Ghosh in terms of aims of education, curriculum, method of teaching and learning, discipline, role of the teachers, women education, activities of Ramakrishna Math and Mission and Aurobindo educational models of human unity; and (iv) to find out the relevance of the educational thoughts of Swami Vivekananda and Sri Aurobindo Ghosh in the context of National Policy on Education, 1986. **Method** : Primary sources include the complete works of Swami Vivekananda and Sri Aurobindo Ghosh and secondary sources include the various publications by the Ramakrishna Math and Mission Ashrams by Aurobindo International Centre of Education and a number of biographic and research works on Vivekananda and Aurobindo Ghosh and National Policy on Education (NPE, 1986), by Ministry of Human Resource and Development, NPE, 1986 by Shukla, were used to collect data. The collected data was analysed descriptively.

**Findings** : (1) Swami Vivekananda and Sri Aurobindo Ghosh considered education as the principal means of India's renewal. (2) The views of both Sri Aurobindo and Swami Vivekananda agree to develop education on indigenous lines under national control and through national methods. Their emphasis on equality of educational opportunity to all, women education to improve their social status, free and compulsory primary education, updating technical education through formal and non-formal means, non-formal educational programme, yoga education, environmental consciousness, reformation of examination and evaluation system programmes of youth welfare and education of the general public find place in NPE, 1986. (3) Ramakrishna Mission Organisation and Department of Physical Education of Aurobindo International Centre of Education not only render yeoman free medical services to rectify the defects and deformities of handicaps but also help in their placement and rehabilitation, these programmes get special attention in NPE, 1986. (4) *Anganwadi* and *Balwari* centres started by the Ramakrishna Mission and emphasis on kindergarten education at the Sri Aurobindo International Centre for Education (SAICE) for the care of small children gets full recognition in the Early Childhood Care and Education

programme of NPE, 1986. (5) The emphasis on qualitative education at upper primary level through pace making schools in the country along with free boarding and lodging and emphasis on making the students practical, disciplined, self-reliant and final specimens of human have marked bearing on the vocational education programme and programme of de-linking degrees from jobs shows the relevance of the educational thoughts of both in the NPE 1986. (6) The strong interaction of people from rural background at SAICE and concern for neglected section of our society with various kinds of rural development activities by Math and Mission training centres also find an important place in NPE, 1986. (7) Their emphasis on imparting essential human and universal values among students to lead a life of an ideal citizen and serve the country in a benefiting manner get due recognition in the NPE, 1986. (8) Work as an integral part of the learning process through a well-structured programme favoured by Vivekananda and Sri Aurobindo Ghosh has received highest priority in the NPE 1986. (9) Spiritual education, emphasized by both the educational philosophy does not get due emphasis in the NPE, 1986. **Conclusion :** The educational thoughts of Vivekananda and Aurobindo Ghosh have been duly incorporated in the NPE 1986.

## PRIMARY EDUCATION

[183] Anuradha, K. and Bharathi, V.V. 2002. **Effect of TV Viewing on Elementary School Children's Academic Achievement.** *Perspectives in Education*, Vol. 18(1), 43-50.

**Objective :** The study was confined to know the effect of TV viewing on academic achievement of elementary school children.

**Method :** The sample consisted of 300 children (150 boys and 150 girls) of Classes III, IV and V from recognised English medium schools in Tirupati town and their mothers were selected using two stage stratified random sampling technique. Information collected through an Omnibus Schedules for children and their mothers on personal, demographic and TV viewing behaviour, and total marks secured by children in the examination conducted during academic year formed the data set. The collected data was analysed with F-ratio, 't' test, co-efficient of correlation, percentage and skewness and kurtosis. **Findings :**

(1) A trend of negative association was observed between children's academic achievement and their amount of TV watching. (2) It was found that watching only selected programmes improved children's academic achievement significantly rather than watching all programmes or random watching. (3) In families where all family members were able to watch TV together daily, children's academic achievement was more than those who were watching weekly once. (4) Children who were watching more programmes than their parents scored less marks than those who watched less than their parents. (5) Children differed significantly in their academic achievement depending on the member of the family who interacted more while watching TV. The study contains nine references.

[184] Laxshaminarayana, U. and Sreekala, E. 2001. **A Study of Class VII Students' Understanding of Science and their Process Skills in Relation to Ability to Apply Science in Daily Life.** *School Science*, Vol. XXXIX(4), 70-77.

**Objectives :** (i) To find out the students' ability to understand the science topic taught to them; (ii) to find out the students level of process skills in science; (iii) to find out the students ability to apply science in daily life; (iv) to find out the relation between science application ability and science understanding; (v) to find the relation between science application ability and science process skills; (vi) to find out the influence of SES, locality, medium and gender on science application ability of students; and (vii) to find out whether the students with high, medium and low process skills will differ in their ability to apply science.

**Method :** The sample consisted of 180 students of Class VII, selected randomly from the six schools of Koyilandy taluk in Calicut district, Kerala. Three different tests were administered to assess the understanding of Class VII students in science topics; to assess the ability of students to use science in daily life; to assess the process skills in science of Class VII students. Kuppaswami's SES scale, modified and updated by A.C. Joshi was employed for data collection. Correlation, ANOVA, 't' test were used for data analysis. **Findings :** (1) This study revealed that the performance of the students were moderate in science application ability, science understanding and science process skills. (2) It was also revealed that there was a significant positive

relationship among science application ability, science understanding and process skills. (3) It was also found that the performance of rural students was not good as compared to urban students in their science application ability. (4) Gender was not found to have any influence on science application ability. (5) It was also found that the English medium students perform better than Malayalam medium students in the science. The study cites 24 references.

[185] Panda, B.N. 2000. **A Study of Factors Affecting Pupils Achievement in Primary Schools of Orissa**. Research Project, *Regional Institute of Education*, Bhubaneswar. (NCERT, ERIC funded).

**Objectives :** (i) To find out the present achievement level of the rural primary school students in different school subjects in the state of Orissa; (ii) to find out the present academic performance of the urban primary school students in different school subjects; (iii) to find out the present academic achievement status of tribal primary school students in different school subjects; (iv) to compare the academic performance of rural, urban and tribal primary school students in the State of Orissa; (v) to find out the influence of home factors on academic achievement of rural, urban and tribal primary school students in the State of Orissa; (vi) to find out how school related and teacher characteristics affect academic achievement among rural, urban and tribal primary school students; (vii) to examine the influence of students characteristics on academic achievement of rural, urban and tribal primary school students of Orissa; and (viii) to compare the academic performance of rural, urban and tribal primary school students who have continuously completed Class I to Class IV and continuing Class V in different school subjects like Mathematics, Science, Language and Social Study in the State of Orissa.

**Method :** The sample consisted of 882 students (478 boys and 404 girls) of Class V, 245 teachers, 64 schools, 6 districts and 7 blocks selected through disproportionate stratified sampling technique. Tools like Class V competency-based Achievement test in Mathematics, General Science, Language (Oriya) and Social Studies, students present schedule, school record schedule and teacher schedule were used for the data collection. ANOVA,



t' test, correlation and multiple regression analysis were used for the data analysis. **Findings :** (1) Rural students had exhibited better performance in all the school subjects as compared to their urban and tribal classmates.(2) Boys and girls studying in different areas did not differ in their performance in all the school subjects. (3) Non-SC/ST students performed better in Mathematics as compared to their counterparts in rural areas. (4) Children of college educated father had shown better achievement in Mathematics, General Science and language subjects in rural areas whereas children of middle income group had shown better performance in science achievement in urban areas. (5) Fathers' occupation and tuition did not have any significant impact on learning achievement in all the three areas. (6) Students studying in urban schools had shown better performance in mathematics in schools where PG trained mathematics teacher taught the subject. (7) Tribal students performed better in language where CT trained language teacher taught the subject in the school. (8) Teaching experience and in-service training of the teachers did not have any impact on learning achievement in all the subjects in all the areas. (9) Rural students performed better in all the school subjects where infrastructure facilities were available in the school as compared to schools with less facilities. (10) Non-multigrade rural school students performed better in mathematics as compared to multigrade school. (11) Home task given and correction by the teacher had significant effect on enhancing learning achievement in all the school subjects in rural and urban areas but not in tribal cases. (12) Urban and tribal students had shown better performance in general science where the teacher prepares and utilises the teaching aids in the class as compared to their counterparts. (13) Rural and Tribal students performed better in all the school subjects where the teachers were regular and committed to school but such teacher behaviour affected only mathematics and general science achievement in case of urban students. (14) Students who were taking mid-day meal, free uniform, scholarship and free textbooks as an incentive schemes performed well as compared to the students who were not taking mid-day meal and other facilities in rural and tribal areas but not in case of urban areas. The study cites 49 references.

[186] Sudarshan, P.V. 2001. **Quantification of Motor Monitoring Factor in Lower Primary School Children.** Ph.D. Physical Education., *University of Mysore.* Guide : Dr Krishna Hebbar.

**Objectives :** (i) To highlight the importance of movement education in physical education for the primary school children; (ii) to conceptualize three levels of execution of motor acts in primary school children on the basis of theories of information processing and control system in human body and to define Monitoring Factor; (iii) to quantify the ability of children to monitor movements at Exteroceptive level, Proprioceptive level and at Motor-Memory level and to combine the scores of these three abilities and to calculate a score of Motor Monitoring factor; and (iv) to develop the norms for motor-monitoring factors of children of age group 5 years to 9 years. **Method :** The sample consisted of 430 students drawn from 20 lower primary schools of Mysore city using stratified sampling procedure. Motor Monitoring Factor (MMF) consisting of eight tests measuring Exteroceptive and Proprioceptive and Motor-Memory Ability was used to collect data. The collected data was analysed using 't' test and percentile scores. **Findings :** (1) It is found that the present physical education programmes in primary schools are not well-defined and also do not cater to the developmental needs of children. (2) There exists a general ability in children of lower primary school age group to perform motor acts. (3) It is revealed that Motor Monitoring Factor is a combined measure of monitoring abilities and can be quantified using MMF test battery. (4) Eight abilities that constitute MMF are found to be Imitation ability, Visual motor control ability, Static balance ability, Dynamic balance ability, Eye-hand co-ordinate ability, Gross motor coordination ability, Hand reaction time ability and Distance perception ability. All these eight abilities and in turn the MMF increases as children grow from 5-9 years of age. The study has 196 references.

## PSYCHOLOGY OF EDUCATION

[187] Goswami, Minakshi. 2000. **Achievement Motivation and Anxiety among the Children of Working and Non-working Mothers Studying in Secondary Schools of Shillong.** *Journal of All India Association for Educational Research*, Vol.,12(1&2), 25-28.

**Objectives :** (i) To assess the levels of achievement motivation and anxiety among the children of working and non-working

mothers of Shillong; and (ii) to study the levels of achievement, motivation and anxiety of the working and non-working mothers' children of both the gender. **Method** : A randomly selected sample of Class IX students from 10 schools of Shillong belonging to different socio-economic status was taken for the purpose. Achievement Motivation Scale (AMS) by Rao, (1974) and Achievement Value and Anxiety Inventory by Mehta, (1969) were used for the data collection. The collected data was analysed with 't' test. **Findings** : (1) It was found that children of working mothers were more achievement oriented than the children of non-working mothers. (2) Comparison of boys and girls of both working and non-working mothers showed that boys of working mothers were most achievement oriented than all other groups. (3) There was no significant difference in anxiety among the groups but the girls of the working mothers found to be more anxious than the rest of the groups. The study cites two references.

[188] Jung, Surinder and Verma, Pooja. 2000. **Familial Variables and Type-A Behaviour Pattern**. *Journal of the Indian Academy of Applied Psychology*, Vol. 26(1&2), 125-128.

**Objective** : (i) To investigate the role of the different familial variables in the development of Type-A behaviour pattern; and (ii) to analyse the gender differences. **Method** : The sample consisted of 200 students (101 male and 99 females) within the age ranged 12-17 years selected from different schools of Amritsar. The data was collected using A-B rating scale (Hunger et al.1982). Chi-square was employed for data analysis. **Findings** : (1) Variables like educational qualification of parents and joint family system have an impact on the development of Type-A behaviour in children. (2) It was also found that a significant gender difference exists with female exhibiting more type-A behaviour than the males. The study has 13 references.

[189] Kagade, S.V. 1997. **A Critical Study of Some Personality Factors of Students of Classes VIII, IX of Pimpri-Chinchwad Area**. Ph.D Edu., *University of Pune*. Guide : Dr P. M. Alegaonkar.

**Objectives** : (i) To study educational, social and family adjustment of the students; (ii) to study perceived, social and ideal self-concepts of the students; (iii) to study extrovert, introvert

personality of the students; and (iv) to study educational achievement of the students. **Method** : The sample consisted of 1941 students (985 boys and 956 girls) of Classes VIII and IX selected randomly from 11 Marathi medium secondary schools located in Pimpri-Chinchwad Municipal Corporation. Extroversion-Introversion test by H.J. Eysenck, Adjustment Inventory by Dr M.N. Palsame, Self-concept scale by Dr V.V. Jogawar and Terminal examination marks from the school records were employed for data collection. The collected data was analysed using co-efficient of correlation, and chi-square. **Findings** : (1) Girls were found to be more extrovert than boys. (2) Boys and girls were not found significantly different in educational adjustment and in ideal self-concept. (3) Significant difference was observed between boys and girls in home adjustment, social adjustment, perceived self-concept and social self-concept. (4) There was no significant relationship between educational adjustment, home adjustment and their educational achievement. (5) There was a significant relationship between social adjustment and the educational achievement. The study cites 114 references.

[190] Kumari, Sushama. 2001. **A Study of Adolescent Pupils' Attitudes towards Gender Roles in Relation to Development of Self-concept and Social Awareness**. Ph.D. Edu., Kota Open University. Guide : Dr. M. L. Gupta.

**Objectives** : (i) To find out the attitude of adolescent pupils towards gender roles; (ii) to find out the relationship between pupils' development of self-concept and their attitudes towards gender roles; and (iii) to find out the relationship between pupils' social awareness and their attitudes towards gender roles.

**Method** : The sample consisted of 240 adolescent boys and girls from three Senior Secondary Schools (representing three types of schools, i.e. Boys, Girls and Co-educational) of Kota city. Adolescent Pupils' Attitudes towards Gender Roles (AGR) questionnaire by M.T. Taylor & G.D. Mardle, Self-concept scale by Mukta Rastogi and Social Awareness Test by the investigator were used to collect data. The collected data was analysed using percentage and chi-square. **Findings** : (1) Significant difference was observed in the attitude of adolescent girls and boys towards various AGR aspects. (2) Both girls and boys individually were

more possessive about their own roles, which are assigned by the society, but generally have contradictory opinion for the opposite gender roles. (3) Girls scored lower on self-concept scale as compared to boys. (4) Social awareness has also been found to affect certain aspects of gender roles. Boys are found to be more aware than girls. The study contains 91 references.

[191] Pani, Mina Ketan. 2000. **Cognitive Information Processing among High and Low Reading Achievers**. Research Project, *Ravenshaw College*, Orissa. (NCERT, ERIC funded).

**Objectives :** (i) To examine the differences in performance of high and low achievers in reading on cognitive problem-solving measures, teacher ratings of classroom behaviour, and classroom achievement measures; (ii) to assess the differences in performance of two information processing groups on a set of cognitive problem-solving measures, teacher ratings of classroom behaviour, and average of tests and examinations in different school subjects; (iii) to find out the differences across grades cognitive problem-solving information processing measures, teacher rating of classroom behaviour and classroom achievement measures; and (iv) to find out the common underlying factors among different cognitive information processing measures by factor analysis. **Method :** The sample consisted of fifteen students each from each grade distributed across reflective high reading achiever, impulsive high reading achiever, reflective low reading achiever, impulsive low reading achiever totaling to 180 students from Classes III, IV and V of primary schools in Orissa. MFFT-20 (Matching Familiar Figure Test-20), five reading tests administered individually. Cognitive problem-solving measures, Raven's Coloured Progressive Matrices and Self-control Rating Scale for teachers rating of classroom behaviour of students were used for data collection. Data was analysed with Pearson's correlation and factor analysis. **Findings :** (1) It was found that the reading achievement had independent influence on majority of cognitive problem-solving measures and all the classroom achievement measures, whereas reading achievement did not show any independent influence on classroom behaviour measures. (2) It was found that the high reading achievers outperformed the low achievers on all the cognitive problem-solving measures and achievement measures. (3) The high reading

achievers' performance in MFFT-20 revealed less errors with more latency and more errors with less time in case of low reading achievers. (4) It was revealed that teachers did not rate realistically the high reading achievers as compared to the low reading achievers. (5) The information processing had independent influence on a set of cognitive problem-solving measures and also in classroom achievement measures. (6) The reflective students were found better as compared to the impulsive in cognitive problem-solving measures, behavioural measures and classroom achievement measures. (7) On the teachers rating behavioural measures indicated reflective children to be more motivated in academic sphere as compared to their counterparts. (8) It was found that grade had independent influence on a set of cognitive problem-solving measures as Class V children were better placed on all the cognitive problem-solving tasks as compared to Class IV and V children. (9) Class V children were also found highly motivated than that of their counterparts. (10) A declining trend from Classes III to V was observed in classroom achievement. The study cites 248 references.

[192] Parmane, S.S. 2001. **A Study of Psychological Barriers Encountered by Adolescents during the Classroom Communication of Algebra in Relation to their Achievement in the Subject.** Ph.D. Edu., *Shivaji University*. Guide : Dr. Cima Yeole.

**Objectives :** (i) To find out the extent of adolescents encountering each of the seven psychological barriers during classroom communication of algebra as perceived by adolescents and their teachers; (ii) to compare the perceptions of adolescents and their algebra teachers about each of the seven psychological barriers encountered by adolescents during classroom communication of algebra; (iii) to find out the extent of observable psychological barriers during classroom communication of algebra in relation to teacher's major classroom skills; and (iv) to establish if any, the relationship between level of each of the psychological barriers encountered by adolescents and level of their achievement in algebra. **Method :** The sample comprised of all the students of Class VIII and all the teachers teaching Class VIII students from 12 schools of Kolhapur city. Questionnaire on Psychological barriers for adolescents and teachers, Projective Questionnaire for adolescents, Observation schedule and two achievement tests

respectively for two terms in algebra based on Class VIII syllabus, constructed and standardized by the investigator were used to collect data. Chi-square was applied for data analysis.

**Findings :** (1) Seven psychological barriers namely prejudice, disinterest, inattention, imperceptions, anxiety, unrewarding experience and unfulfilled curiosity were identified through discussions with experts, adolescents themselves and teachers. (2) There was significant difference found in perceptions of adolescents and teachers about the extent of adolescents encountering each of the seven psychological barriers. (3) Disinterest, inattention, faulty perceptions and anxiety were found to be the most frequently observed psychological barriers in teacher's classroom communication of algebra in context of four major teaching skills as Explanation, Questioning, Blackboard Writing and both for Questioning and Evaluation respectively. (4) A significant inverse relation was found to exist between each of the seven psychological barriers encountered by adolescents and their achievement in algebra, i.e. adolescents with low level of achievement in algebra encounter high level of each of the seven psychological barriers. The study cites 90 references.

[193] Rao, Kiran; Moudud, Shanaz and Subbakrishna, D.K. 2000. **Appraisal of Stress and Coping Behaviour in College Students.** *Journal of the Indian Academy of Applied Psychology.* Vol. 26 (1-2), 5-13.

**Objectives :** (i) To examine coping behaviour in relation to the nature of stress and the appraisal of the stressor; and (ii) to determine whether gender differences are present in the cognitive appraisal of stress. **Method :** The sample consisted of 258 undergraduates within the age-group 18-28 years, hailing from urban middle-socio-economic status from nuclear families drawn from co-educational colleges. The stressful Event Response Schedule by (Albuquerque et. al. 1990) and Coping Check-list (Rao, Subbakrishna and Prabhu, 1989) were used to collect data. The collected data was subjected to percentage and chi-square.

**Findings :** (1) The students perceived both the academic and interpersonal situations as being moderately to severely stressful. (2) There was no significant differences with regard to appraisal of the stressors. (3) It was found that majority of students indicated that they would use a combination of problem focussed,

emotional-focussed and social support seeking coping behaviour to deal with both types of stressors. (4) In case of failure in an examination, more students reported that they would use self-blame. (5) In relation to stressor like break in the interpersonal relationship they would tend to withdraw to a quite favourite spot to think over. The study has 18 references.

[194] Sangwan, Santosh; Sangeeta and Punia, Shakuntala. 2000. **Antecedental Factors Affecting Language Development of Pre-schoolers.** *Journal of Psychometry*, Vol.13 (1&2), 1-6.

**Objective :** The study attempts to find out the crucial factors which affect the language development of pre-schoolers.

**Method :** The sample consisted of 120 children, 60 each in the age groups of 4 to 4½ years and 4½ years to 5 years, selected randomly from 6 *Balwaris* from Hissar city of Haryana. Developmental Language test (RDLS) by Reynell (1983) and schedule to measure ecological factors like personal, social and economic, developed by the researcher were used for the data collection. Correlation co-efficient was used for the analysis of data. **Findings :** (1) Children scored highest on Verbal Comprehension A component followed by Verbal Comprehension B and Expressive Language component. However the mean score on the three components were lower than the standard norms of RDLS. (2) It was also revealed that age is significantly related with language development as performance of children on VCA, VCB and ExLA increased with the increase in their age. (3) Father's age and Parent's educational level was found to be significantly related with the performance of children on different language aspects. (4) VCA, VCB and ExLA was found to be highly and positively correlated with caste. (5) Mother's occupation was also found to be moderately related with VCA, VCB and ExLA whereas father's occupation and family income had high and positive correlation with VCA, VCB and ExLA. The study cites eleven references.

[195] Sharma, Anita. 2001. **Development of Social Norms among Different Personality Groups.** Ph.D. Psychology, Himachal Pradesh University. Guide : Prof. Dalip Malhotra.

**Objectives :** (i) To observe the variation in movement and perceptual relations (initial and final) in the two personality



groups and genders due to social pressure and interaction; and (ii) to study the differences between two personality groups and genders on anagram solution of problem-solving and serial positioning effect to know their vocabulary and performance.

**Method :** 500 students (250 male and 250 female) who were studying in Himachal Pradesh University during 1998-99 were randomly selected and administered Eysenck's Personality inventory. Final sample of 100 students was identified based on the scores on personality inventory. Based on the scores obtained by the sample of 100 identified, three groups were formed, viz. Medium neurotics, extroverts and introverts. Autokinesis (Sheriff, 1935), Asch's line drawing cards (Asch, 1951), Anagrams problem-solving Task-I (Dominowski, 1966) and Serial Positioning Effect, (Gamble, 1927), were used to collect the data. The collected data was analysed using ANOVA. **Findings :** (1) Female and introverts showed lesser movement of the patch of light and better retention of social norms than their counterparts, i.e. male and extroverts. (2) Female and introverts found to yield to group pressure significantly more than male and extroverts, but in anagram solution and serial positioning effect, no significant difference was found between male and female. (3) The three-order interaction between personality, gender and stages turned out to be significant and the rest of the interaction could be taken care of by this main interaction. The study has 386 references.

[196] Sharma, M.C. 2001. **Self-learning Cards for Developing Concepts among Primary School Children.** *The Primary Teacher*, Vol. XXVI(2), 45-51.

**Objective :** The study aims to observe the actual use of self-learning cards prepared on the basis of Bruner's Concept Attainment Model for developing concepts among primary school children. **Method :** The sample consisted of 160 students selected from Classes I to IV ( 40 students from each class). In each class, two groups consisting of 20 students each were formed. One group was taught concepts through normal teaching and the other group was taught with the help of self-learning cards. A structured interview was employed to know the attitude and interest of children towards learning through self-learning cards. 't' test was used to analyse data. **Findings :** (1) It was found that teaching with the help of self-learning cards was quite effective

for developing concepts among primary school children. (2) It was also inferred through structured interview with children that learning through self-learning cards was quite interesting, thought provoking and enjoyable.

[197] Sharma, Mritunjay. 2001. **A Critical Study of the Impact of Certain Psychological and Demographic Variables on Music Performance of College Students of Three Northern States.** Ph.D. Music, *University of Rajasthan*. Guide : Dr Madhu Bhatt Tailang.

**Objectives :** (i) To study the effect of locus of control on music performance of college students; (ii) to analyse the effect of self-confidence on the music performance of college students; (iii) to ascertain the effect of academic motivation on music performance of college students; (iv) to investigate the effect of test anxiety on music performance of college students; (v) to probe into the effect of home environment on music performance of college students; and (vi) to study the effect of gender on the music performance of college students. **Method :** The sample consisted of 450 music students selected randomly from 30 colleges located in Punjab, Chandigarh and Himachal Pradesh. Rotter's Internal-external locus of control scale, self-confidence Inventory by Rekha Agnihotri, Keele's Academic Motivation Inventory, Test Anxiety Inventory by Spielberger and Home Environment Inventory by Dr. K.S. Mishra were employed for data collection. The collected data was analysed using 't' test. **Findings :** (1) The students having internal locus of control performed better than the students having external locus of control. (2) High Anxiety leads to low performance. (3) Good home environment, self-confidence and high academic motivation positively influenced performance of students in music. The study cites 252 references.

[198] Srivastava, Ashok K. and Misra, Girishwar. 2000. **Culture and Conceptualization of Intelligence.** Research Project, NCERT, New Delhi. (NCERT, ERIC funded)

**Objectives :** (i) To document, analyse and present the indigenous thought as evident in Indian Scholarly and Folk tradition; and (ii) to examine the socio-cultural construction of intelligence

through the study of people's perspective. **Method :** The sample consisted of 1885 people from rural and urban areas of both the genders, schooled and unschooled within age groups of 12-14 years, 16-18, 20-25, 45-50 and 60+years taken from Ajmer, Delhi, Gorakhpur, Raipur and Mysore. For the purpose of sources for the study Bhagavad Gita, Sanskrit Suktis and Hindi proverbs were identified and were content analysed. Interview schedule was used for data collection. Statistical techniques like percentage analysis and chi-square were used for analysing data.

**Findings :** (1) Continuity and change in the conceptualization of intelligence in Indian context was revealed (2) Indian concept of intelligence has been found traditionally an all-inclusive and integrated one and more closer to notion of wisdom. (3) Sanskrit Suktis, Hindi proverbs and lay people's views revealed four facets of intelligence as cognition, social competence, task performance, and personality. (4) Among cognitive abilities high premium has been consistently placed on 'sensitivity to context' by Sanskrit Suktis, Hindi proverbs and also by lay people. (5) It was also revealed that Indian thinking does not give significance to mere possession of abstract, decontextualized cognitive abilities rather their application to real life situation was stressed as Intelligent behaviour, thus was performance oriented and demonstrative. (6) The Indian notion of intelligence remains closely tied to its particular socio-cultural practices and realities as Suktis, Hindi proverbs and lay people viewed that an intelligent person is one who follows social norms, respects parents, elders and guests, helps the needy ones and remains friendly to others but not led blindly by masses. Lay people's view did incorporate few more attributes as obedience, maintaining unity in the family and carrying out family's responsibilities, participating in group work and being non-extravagant. (7) Task performance also constituted an important aspect and component of intelligence reflected in Sanskrit Suktis, Hindi proverbs and lay people. (8) Control over emotions has been accorded highest priority according to both ancient and contemporary views. Telling the truth, kind, stable, polite, lives in present, economically independent, empathy, religiousness, health consciousness, adjustment, humanitarians outlook, good conduct, fearlessness were considered few characteristics of intelligent person. (9) Analysis of lay people's protocols revealed a belief system which held that intelligence can be increased by enrichment and training. The study has 384 references.

[199] Suneetha, B. and Mayuri, K. 2001. **A Study on Age and Gender Differences on the Factors Affecting High Academic Achievement.** *Journal of Community Guidance and Research*, Vol. 18(2),197-208.

**Objectives :** (i) To find out the effect of IQ variables on the High Academic Achievement (HAA) among boys and girls; (ii) to assess the variations in the personality dimensions that directly affect the High Academic Achievement among boys and girls; (iii) to find out the effect of IQ variables on High Academic Achievement among different age groups; and (iv) to assess the variations in the personality dimensions that directly affect the High Academic Achievement among different age groups. **Method :** The sample consisted of six top ranking students from Classes IX and X respectively totalling to 120 students, from 10 private schools of six zones covering nine ranges of Hyderabad district, recognised by State Education Board, Andhra Pradesh. Malin's Intelligence Scale for Indian Children (MISIC), Study Habit Inventory (SHI) by Dr Mukhapadhyaya and D.N. Sansanwal (1983) and Multi-dimensional Assessment of Personality Inventory-Teenage form (MAP Series-form T) were used for the data collection. The collected data was analysed with ANOVA. **Findings :** (1) All the three dimensions of IQ (verbal, performance and total) were not found different among the boys and girls. (2) Gender was found to be the more important variable than IQ in deciding high academic performance as more girls were found among top ranking students. (3) Girls were found better in Interaction and Concentration while boys were found better than girls in language, interaction and drilling dimensions. (4) Both girls and boys exhibited very high significant differences in almost all dimensions of MAP series except in Self-control and Tension. (5) With regard to effect of age differences on the academic achievement all the three types of IQs differed significantly among different age groups. (6) Girls were significantly superior to boys in almost all except in morality and self-sufficiency. (7) With regards to the age difference of Study Habit, girls and boys were found different only on one dimension, i.e. Support. (8) It was found that adaptability increases with the increase in age whereas Tension decreases with the increase in age. (8) Significant differences were observed among four age groups, i.e. 12<sup>+</sup>, 13<sup>+</sup>, 14<sup>+</sup>, 15<sup>+</sup> in Creativity and Morality dimensions of MAP series. The study has 16 references.

[200] Venkatammal, P. and Rajanipius. 2001. **Security and Insecurity Feeling among Professional Students.** *Behavioural Scientists*, Vol. 2(1), 19-22.

**Objective :** The present study was undertaken to find out the feeling of security of students who were doing professional courses. **Method :** The sample comprised of 60 students, 30 doing B.E. and 30 B.Sc. Agriculture, studying in Annamalai University. Security Insecurity Inventory developed by Abraham Mashlow was used to collect data. Statistical analyses like percentage and 't' test were used to analyse data. **Findings :** (1) Only one subject among engineering students was found unsecured and rest of them were having either high or average secured feeling whereas among the agriculture students nobody was found under the two extreme categories of highly secured and unsecured. (2) Family income has nothing to do with the feeling of security. The study has four references.

## SOCIOLOGY OF EDUCATION

[201] Bhosale, R.A. 2001. **A Study of the Community as a Learning Centre for School Students.** Ph. D. Edu., *Shivaji University*. Guide : Dr Cima Yeole.

**Objective :** (i) To analyse the content of Classes VI and VII textbooks of the compulsory subjects and identity concepts that could be taught/learnt using the community as resource; (ii) to identify the community resources in Kolhapur city which can provide learning experiences for school students; (iii) to identify appropriate learning activities based on the developmental stages as propounded by Piaget; using community resources for the identified concepts for Classes VI and VII; (iv) to find out the extent to which the community resources are used by students and the teachers in teaching; (v) to suggest various uses of community resources available in Kolhapur city in teaching learning process for Classes VI and VII, subject-wise; and (vi) to suggest appropriate learning activities for Classes VI and VII based on Piagetian Developmental theory. **Method :** The sample consisted of Classes VI and VII students and concerned teachers from 10 randomly selected aided and non-aided schools of Kolhapur city. Questionnaire and Interview were used for the collection of data. The collected data was subjected to percentage

and correlation. **Findings :** (1) It is found that the teachers have totally ignored concepts related to community resources while teaching Marathi subject. (2) Community resources are used on large scale for teaching of science than the other subjects. (3) The Piagtan Developmental theory has not been used as the basis while recommending learning activities. (4) It was found that the students and teachers had given minimum responses to the subject of History. They had not used any community resources in teaching and learning of History. The study contains 75 references.

[202] Gunjal, B.S. 1994. **An Evaluation of Mother and Child Health Services : A Study of Integrated Child Development Services Scheme (ICDS) in Karnataka.** Ph.D., Social Work, Karnatak University. Guide : Prof. N. A. Ganihar.

**Objectives :** (i) To know the socio-economic background of the mothers and children who are the beneficiaries of ICDS (Integrated Child Development Scheme) and of other health programmes; (ii) to study the impact of ICDS on the beneficiaries in terms of the objectives related to health component of the ICDS scheme; (iii) to understand the knowledge, and to know the attitudes and opinions of beneficiaries; (iv) to assess the level of knowledge and the opinions of the medical and paramedical functionaries working under the ICDS projects and non-ICDS area about the mother and child health services; (v) to know the problems faced by the beneficiaries in receiving the benefit of services of ICDS/Health; (vi) to know the problems/opinions of functionaries in implementing ICDS/Health Services; and (vii) to suggest suitable measures to improve the mother and child health services. **Method :** The sample consisted of 210 beneficiaries (70 each from Jamakhandi in Bijapur district (Old ICDS), Hangal in Dharwad district (New ICDS), Kaginelly (non-ICDS area), PHC area in Dharwad district) of Belgaum Revenue Division was selected using multi-stage stratified random sampling technique. Interview Schedule and Interview Guide were used to collect data. Chi-square was employed for data analysis. **Findings :** (1) A majority of beneficiaries were in the age group of 16-25 years in the old and new ICDS projects areas whereas, in the non-ICDS area, 26-35 years age-group beneficiaries were found to be more. (2) More than 70 per cent illiterate beneficiaries

had availed the services of mother and child health in ICDS projects and non-ICDS area. (3) A highly significant difference was noticed between the two variables, viz. project and the level of education of beneficiaries. (4) The component wise impact of mother and child health services in the ICDS and non-ICDS area on the target population indicated that in the ICDS and non-ICDS, health check-up services had made a significant impact on the beneficiaries. (5) In health and nutrition education and immunization, the benefit level was found to be minimal, as far as ICDS project was concerned, the new ICDS project had made significant effort in reaching the services to the target population particularly in the component of health and nutrition education and immunization. (6) In the component of health check-up services, new ICDS made good impact on the beneficiaries as compared to the old ICDS project. (7) Performance of the old ICDS project as compared to the new and non-ICDS area was found to be unsatisfactory. (8) The project wise impact of mother and child health services showed that the impact of ICDS scheme was more in the new ICDS project followed by old ICDS projects and non-ICDS areas respectively. The study has 76 references.

**[203]** Molia, Manganlal S. 2000. **A Comparative Study on Home Environment of Rural and Urban Students of Secondary School.** *Journal of Psychometry*, Vol.13(1&2), 7-11.

**Objectives :** (i) To study the home environment of the Class VIII students of the secondary schools; (ii) to compare the home environment of rural with urban students of the secondary schools; and (iii) to study the language stimulation, physical environment, encouragement of social maturity, variety of stimulation and maternal attitude and disciplining on home environment of rural and urban students. **Method :** The sample consisted of 300 boys selected from Class VIII (150 rural and 150 urban) of secondary schools of Rajkot district. Mohite Home Environment Inventory (MHEI) by Mohite P. was administered for data collection. The data was analysed by 't' test. **Findings :** (1) Urban students were found to be superior on home environment than the rural students. (2) The urban students were also found superior on language stimulation, physical environment and encouragement of social maturity than the rural students, but in variety of stimulation and maternal

attitude and disciplining the differences were not found significant between the two. The study cites three references.

[204] Patel, Minakshi K. 2000. **Perceived Family Environment : A Study in Relation to Economic Status of Family.** *Journal of the Indian Academy of Applied Psychology*, Vol. 26(1&2), 109-114.

**Objective :** The study attempts to explore the impact of economic level of various dimensions of family environment. **Method :** The sample consisted of 526 adolescents both girls and boys aged 13-16 years, belonging to different socio-economic strata drawn from nine high schools of Rajkot city using stratified random sampling technique. Tools like personal data sheet and Hindi adaptation of Family Environment Scale developed by Moos (1974) and adapted and standardized in Hindi by Joshi and Vyas (1996) were used for data collection. The collected data was analysed using 't' test. **Findings :** (1) It was found that economic level of the family was an important factor influencing the nature of various dimensions of family environment. (2) Family having low income were found to be less cohesive, allowed less expression of feeling, had more conflicts, permitted less independence, were less organised and exercised more control in comparison to the families having average and high income. The study cites 27 references.

[205] Rao, Rama A. 2000. **Development of Western Education among Women, Muslims, Europeans, Aborigines and Panchamas in Andhra (1882-1919).** Ph.D. History, *Andhra University*, Guide : Prof. Ch. M. Naidu.

**Objective :** The study was undertaken to examine the British Government's policies and to trace the origin and development of Western education among women, Muslims, Europeans, Aborigines and Panchamas in Andhra, which was a part of Madras Presidency from 1882-1919. **Method :** For the purpose of educational activities of Charles Grant and Willam Carey of Christian Missionaries, the Company's interest in Indian Education from 1813, Macaulay's Minute, Wood's Despatch, Education Commission, Viceroys and educational conditions of women, Muslims, Europeans, Aborigines and Panchamas, Reports of Public instructions, Madras Progress of Education



and Madras Government's G.O.S. were the studies for primary and secondary sources. The data was analysed qualitatively.

**Findings :** (1) Education condition of the women was poor due to peculiar customs, superstitions and lack of encouragement by parents. But Madras Government tried to improve the condition by funding schools, appointing efficient teachers and encouraging Zenana education. (2) Muslims were also educationally backward due to their strong beliefs in Muslim theology and indifference to Western education. But gradually under the impact of Sir Syed Ahmed Khan's teachings from North, the Andhra Muslim began to respond to Western education. Madras Government too sent Dy. Inspectors to study the Muslim Education in various centres and take necessary steps. (3) Europeans too were educationally backward as some of them were native Christians and further they were not completely European descendants. European pupil also suffered from lack of scholarships, heavy syllabus and hence the Government took steps to remedy them. (4) Aborigines were living in mountains quite away from civilized areas so the Government found difficult to educate them. (5) It was revealed that Panchamas were living in both rural and urban areas but in isolated conditions because the upper class did not allow to mix with them. So the Panchamas pupils suffered from lack of facilities and funds.

[206] Swargiry, Jagar. 2001. **Female Offenders in Assam : An Etiological Study**. Ph.D. Educational Sociology, *Gauhati University*. Guide : Prof. P.C. Das.

**Objectives :** (i) The study is concerned with the problem of female crime in Assam and study the same in the total contexts in urban and rural setting; (ii) to identify the origin of the factors of causation of female crime in Assam; (iii) to study the role of family in female crime; (iv) to study the nature and pattern of crime committed by female offenders; (v) to suggest some remedial measures to be undertaken by correctional institutes, social agencies and voluntary organisations, etc; and (vi) to give some suggestions on the basis of present findings. **Method :** The method followed is that of case study. The purposeful sample consisted of 76 female offenders some of whom were convicted or under trial or the ex-criminals of various offences. The case study covers social, economic, educational, socio-cultural,

residential background, marital adjustment, security-insecurity feeling. Interview Schedule, Marital Adjustment Inventory and Indian Adaptation of Maslows Security-Insecurity Feeling Inventory were used to collect data. The collected data was analysed by using percentage. **Findings :** (1) It was found that most of the female offenders came from uncongenial parental home atmosphere. (2) Marital maladjustment was found to be strongly related to female crime. The crime rate was high among the females having marital maladjustment in their conjugal life. (3) Defects of interpersonal relations, especially conflicts within family members, play a larger role in the causation of female crime. (4) Due to the restrictions in the social roles of females and loosening of social restrictions imposed on females by tradition, laws and customs, females have got the opportunity to indulge themselves in different types of criminal activities in present day situation. (5) Most of the female offenders studied have craving for economic independence. (6) Most of the female offenders belong to poor socio-economic group. (7) It is found that the nature of committing crime by illiterate females is different from that of literate females. Literate female offenders commit crime with pre-plan and try to destroy the evidence after committing the crime. Illiterate female offenders commit crime without pre-plan and most of the crimes committed by them are situational. (8) Defective parental discipline impedes socially accepted behaviour formation as indifferent and crude treatment received from parents during childhood contributes to the development of crime related traits among the ill-treated females. It is found that most of the female offenders suffered from acute feeling of insecurity having low self-esteem and low self-concept. The study has 88 references.

[207] Tyagi, S.K. and Mishra, Sudarshan. 2000. **Community Involvement : A Comparative Study of an Alternative School and a Traditional School.** *The Educational Review*, Vol. 106(7), 4-8.

**Objective :** The study was undertaken to compare an alternative school with traditional school in terms of involvement of community. **Method :** For the purpose of the study one Alternative School of Chunabhatipura in Dhar district and one traditional school from Kakarda of Khargaon district and 25 community members selected randomly from the village of each school served

as a sample for the study. A Community-School Relationship Scale developed by the investigator was used to collect data. Chi-square was employed for data analysis. **Findings** : (1) Alternative school group could not give any definite view about appropriateness of school timing, shifting school to evening to increase enrolment and about extension of duration of school timing whereas traditional school group had a definite view and they were satisfied with school timings and did not want to change morning shift to evening for higher enrolment. But they were not able to give definite view about extension of duration of school timings, sending children to school at cultivation time and about running of the school when students were busy in some sort of work at home. (2) The need of the change of school place and time of alternative school was felt more than traditional schools. (3) The declaration of vacation on rainy days and working on some other day on its lieu field more in alternative school as compared to traditional school. (4) No definite view emerged regarding ability to send their children to school regularly but more members of alternative school group felt that they were not in a position to send their children regularly as compared to traditional school group. (5) Children of traditional school did not seem at ease with their school as compared to their counterparts. (6) Parental awareness about teaching in traditional school was higher than the parents of alternate schools. (7) It was found that by and large there was satisfaction with children's learning by traditional school group, but not by alternative school group. (8) Parents of traditional school expressed that they have faith in teaching ability of teachers, while most of their counterparts were not sure. (9) Both the group agreed on existence of the phenomena of non-enrolled children despite having schools. (10) Alternative school group did not affirm any special attention towards girl's education, but admitted concern about education of low caste children. The traditional group could not give definite view regarding girls' education and education of low caste children. No reference is cited.

[208] Tyagi, S.K. and Mishra, Sudarshan. 2001. **Comparing Functioning Pattern of an Alternative School with that of a Traditional School.** *The Educational Review*, Vol. 44(9), 9-13.

**Objectives** : (i) To compare the flexibility in school calendar of an alternative school, with that of a traditional school; (ii) to

compare an alternative school with that of a traditional school, in terms of certain indicators of universalisation of elementary education (UEE); and (iii) to compare an alternative school with that of a traditional school, in terms of certain teacher characteristics. **Method** : The sample consisted of all the teachers, school records and the heads of the institutions from two schools *viz.* one alternative school of Churabhatipura in Dhar district and a traditional school from Kakarda of Khargaon district of the tribal area of Indore division of Madhya Pradesh. School Evaluation Proforma was employed for data collection. The data was analysed using both qualitative and quantitative (percentage and chi-square) techniques. **Findings** : (1) There was no significant difference of the attendance of students in both the schools. (2) The number of enrolment of students in alternative school was lower as compared to that of traditional school. (3) It was also found that alternative schools were using various teaching aids and were teaching through various practical activities whereas traditional schools were using charts, globes, etc. (4) The alternative school was running in a private thatched room (*Kuccha-Ghar*) whereas the traditional school had its own building with *pucca* and cement concrete roof. (5) There seems to be not much difference between the two kinds of schools in constitution, tenure of members and frequency of meeting of Shala Prabandhak Committee. Both the schools committees had a few members without fixed tenure. (6) There was only one male teacher in alternative school whereas there were four teachers in traditional school, out of which only one was female. (7) Most of the teachers in both the schools belonged to scheduled caste. (8) The teacher of alternative school was from the same village where the school is located whereas all the teachers of traditional schools hailed from outside the Panchayat area. (9) Comparing the two schools on teacher characteristics, except training traditional school teachers were better than their counterparts with respect to their salary and qualification. (10) It was also found that teachers of both the schools were attending the block level meeting once a month. No reference

## SPECIAL EDUCATION

[209] Bains, Devinder K. 2001. **Comparative Effectiveness of Alphabetic Phonic Method and Multi-sensory Structured Linguistic Method on Reading of Dyslexic Children.** *Indian Educational Review*, Vol. 37(2), 86-93.

**Objective :** The study aims to assess the comparative effectiveness of Multi-sensory Structured Linguistic Method (MSLM) and Alphabetic Phonic Method (APM) on reading disability of dyslexic children. **Method :** The sample consisted of 18 reading disabled children within the age group of 7-9 years of middle socio-economic status (SES) with IQ of 90 and above, selected using multi-stage random sampling technique. They were further divided into three groups, i.e. two experimental and one control group. Six children were randomly assigned to each of the three groups. Effectiveness of MSLM and APM was studied on the criterion variable of improvement of reading in dyslexic children. Indian adaptation of Wechsler Intelligence Scale for children (Primary) by Malin (1969), SES scale by Srivastava (1978), Aston Index by Newton & Thomson (1982), Brigance Diagnostic Comprehensive Inventory of Basic skills by Brigance (1982), and Referral form prepared by the investigator were used for the data collection. The collected data was analysed with 't' test. **Findings :** (1) It was found that both remedial methods, i.e. MSLM and APM are effective in improving the reading abilities of dyslexic children. (2) It was also found that MSLM is more effective than APM in reducing the reading disability of dyslexic children. The study has 23 references.

[210] Chaliha, M. 2001. **A Comparative Study of the Institutionalized and Non-institutionalized Mentally Retarded Children with Special reference to Personality and Adaptive Behaviour.** Ph.D. Psychology, Gauhati University. Guide : Dr Nimai Charan Das.

**Objective :** The study was intended to compare the personality, self-concept and adaptive behaviour of both the institutionalized and non-institutionalised mentally retarded children. **Method :** A randomly selected sample of 200 mentally retarded children of both the genders with age ranging from 8 to 12 years were taken for the study. Seguin Form Board test, CPQ by Cattell

and Pater, Pratibha Deo's Self-concept list in English, Self-constructed Questionnaire for Mentally retarded children (MRC) teachers/neighbours of MRC and guardian of MRC were used to collect the data. Statistical techniques like chi-square, 't' test and co-efficient of correlation were employed for data analysis.

**Findings :** (1) There was a significant difference between institutionalised and non-institutionalised mentally retarded children in respect of their personality, self-concept and adaptive behaviour. Institutionalised mentally retarded children gain more advantage than the non-institutionalised mentally retarded children in developing their personality and adaptive behaviour by virtue of the facilities of the institutions. (2) Age of the mother is related with the intellectual level of their children as it was found that the risk of mental retardation in children grows significantly as the mother's age goes beyond 40 years. 185 references are cited.

[211] Devi, P. Vimala. 1999. **Strategies to Develop Reading Skill in Hearing Impaired Children at High School Level.** Independent Study, *Sri Padmavathi Mahila Viswavidyalaya*. (NCERT, ERIC funded).

**Objectives :** (i) To identify the reading levels of hearing impaired students in Class IX; (ii) to identify the gaps in reading levels of hearing impaired students in Class IX; (iii) to develop strategies to improve the reading levels of hearing impaired students in Class IX in four school subjects; and (iv) to try out these strategies for their effectiveness. **Method :** The study was survey-cum-experimental design and the sample consisted of 142 students drawn from nine schools located in different regions in Andhra Pradesh selected using stratified purposive sample at school level and cluster sample at student level. The sample was divided into two groups as experimental and control group. Cattell's non-verbal intelligence test for the age-group of sixteen, Meta Cognitive Reading Awareness scale by McInain, Grindley and McInintosh (1991), Parents educational and occupational status and siblings mental status, family history to know the occurrence of hearing loss in the family, Economic status of the family and Mean achievement scores of the students were used for data collection. The collected data was analysed using correlation matrix, 't' test and factor analysis. **Findings :** (1) It was found that the reading

strategy implemented improved the reading ability as experimental group performed better than control group in post-test. (2) A significant relation was found between achievement and reading ability. (3) It was found that reading ability was not related to degree of hearing loss. (4) Reading ability was found to be related to morphosyntactic/lexical awareness, sentence acceptance task, occupation, occurrence of hearing loss in the family and all the sub skills of reading namely literal comprehension, explicit inference, implicit inference, organisation and creative reading. (5) Reading ability of hearing impaired students was found to be below 39 per cent. (6) In all regions students performed best in literal level comprehension and lowest in critical reading ability. (7) Students found difference in their reading abilities in different regions at literal level, implicit inference, organisation and creative reading. (8) It was found that hearing loss was not a basic factor influencing students' performance. The study contains 166 references.

**[212]** Kaur, Mandeep. 1999. **Comparison of Gifted and Average Students with respect to their Career Choices, Personality and Family Environment at the Senior Secondary Stage.** Ph.D. Edu., Panjab University. Guide : Dr Asha Sethi.

**Objectives :** (i) To compare gifted and average students on the variables of career choices, personality factors and family environment; (ii) to compare gifted and average students in the subjects of Art, Science and Commerce group on different variables; (iii) to study the underlying structure of personality factors and family environment which constellates together under a canopy of gifted and average group; and (iv) to study the nature, extent and magnitude of relationship between intelligence, achievement, career choices, personality factors and family environment of gifted and average groups. **Method :** The sample consisted of 700 students (194 gifted and 506 intellectually average) were selected based on intelligence test scores administered to 1118 (566 boys and 552 girls) studying in the Government Model Sr. Secondary Schools of Chandigarh city. Standard Progressive Matrices by Raven, J.C. (1977), Academic Achievement Scores, Trait Check-list (Bhatt, 1971); Semantic Differential Scale for occupation choice by Mohan and Banth (1975), HSPQ by Cattell (1963) and Family Environment Scale

by Moos (1974) were used for data collection. Mean, SD, Standard Error of Mean, SK, KU, Pearson's product moment correlation and Factorial Analysis were applied for data analysis.

**Findings :** (1) It was found that gifted children prefer more of scientific and technical type vocations in comparison to their average counterparts who prefer social service, business, arts and entertainment type of vocations. (2) Gifted children were found to be more intelligent and self-sufficient as compared to average students. (3) The family environment of gifted students reflected more cohesive, expressiveness independence, organised, achievement oriented than the average students. (4) Intelligence and achievement was found to be significantly correlated with career choices in the area of arts and entertainment in case of average group. (5) Intelligence was significantly correlated with personality factors only in case of average group. (6) Intelligence and achievement were found to partially correlated with family environment in both gifted and average group. The study has 116 references.

[213] Ladd, Herbert and Haegert, Linda Moxley. 2001. **The Effects of Intervention on Adaptive Behaviour in Down Syndrome Children : A New Look at an Old Problem.** *Disabilities and Impairments*, Vol.15 (1&2), 21-30.

**Objective :** The study aims to determine sequel of early delay in Down syndrome children on school age adaptive behaviour comparing two different chronological age groups (before and after 24 months) at which the intervention began and the two different treatment programmes. **Method :** The sample consisted of 40 Down syndrome children within age range from 5 months at intake to 64 months at discharge from therapy. These children were divided into two groups according to therapy received, i.e. (a) intensive in-centre therapy, and (b) home programme therapy. The Vineland Adaptive Behaviour Scale was used for the data collection. Non-parametric tests were used for the data analysis.

**Findings :** (1) It is found that children with Down syndrome need stimulation as early as possible. (2) It was found that the children provided with treatment, before 2 years of age, performed significantly better in schools. (3) Parent-initiated home programme treatment and community based service were found to be more effective method for improving adaptive behaviour of



the Down syndrome children than therapist-mediated, in-centre therapy lasting at least 6 hours per week. The study has 18 references.

[214] Mohankumar, A. and Rajaguru, S. 2001. **Multi-Media Instructional Strategy for Learning Disabled Children.** *Disabilities and Impairments*, Vol. 15(1-2), 133-136.

**Objectives :** (i) To identify the learning disabled children in the school; (ii) to develop multi-media software for teaching algebra to learning disabled children; (iii) to study the significant difference if any in the achievement of learning disabled children learnt algebra concepts through-multi Media Instruction (MMI) strategy and conventional teaching strategy due to variation of their background variables considered for this study.

**Method :** The sample consisted of 62 learning disabled children (44 boys and 18 girls) drawn from Corporation Hr. Sec. School in Chennai, Tamil Nadu. They were divided into two equal groups with 31 children in each group while classifying the two groups, as Experimental Group, taught with the help of multi-media strategy and control group taught with conventional teaching strategy. An achievement test was used for data collection. Differential statistical analysis was used to analyse the collected data.

**Findings :** (1) It was found that the multi-media instruction facilitated the disabled children in learning algebra concepts rather than their counterparts in conventional teaching group. (2) There was no significant difference found in learning disabled children's achievement in algebra concepts learnt through multi-media instruction (MMI) strategy and conventional teaching strategy across their gender, nature of residence, family income, family size and educational status.

**Conclusion :** Irrespective of the background variables, multi-media instruction (MMI) strategy helps the learning disabled children achieve better in learning algebra concepts. The study cites four references.

[215] Mohanty, Ajay Kumar. 2000. **Perceived Self of Under-achieving Gifted Children.** *Journal of All India Association for Educational Research*, Vol. 12(3&4), 20-24.

**Objectives :** (i) To explore the perceived self of under-achieving gifted children; (ii) to explore whether self-concept of children is

related to gifted boys and girls in the same manner; (iii) to find out whether the self-concept is related to academic achievement of under-achieving gifted boys and girls; and (iv) to find out whether gifted achieving boys and girls differ significantly on perceived self. **Method** : The sample consisted of 33 gifted students (15 boys and 18 girls) identified from a sample of 840 students of Class X in secondary schools of Balasore district of Orissa. Individual Intelligence Test performance, Achievement Test Scores, Teacher's rating, Personality Word list by Deo (1971) were the tools used to collect data. The collected data was analysed with 't' test and co-efficient of correlation. **Findings** : (1) It was found that the under-achievers had high perception, belief and feelings regarding themselves. (2) Girls were found better on self-perception than boys. (3) It was also found that under-achieving girls had higher perceptions, beliefs, attitudes and feelings that they viewed as characteristics of themselves in comparison to boys. (4) Gifted under-achiever children's self-perception was found to be positively and significantly correlated with their academic performances. Sixteen references are cited.

[216] Pervez, Nazli and Yaqub, Kehkashan. 2001. **Identifying Sources of Well-being, Happiness and Daily Hassles among Blind Institutionalized Children.** *Disabilities and Impairments*, Vol. 15(1&2), 98-104.

**Objectives** : (i) To find out difference between male and female blind institutionalized childrens' general well-being; (ii) to find out difference between male and female blind institutionalized children on sources of happiness; and (iii) to identify sources of daily hassles among male and female blind institutionalized children. **Method** : The sample consisted of 30 (20 male and 10 female) institutionalized children with visual perceptual difficulties from Ahmadi School for Blind at Aligarh. PGI General well-being scale by Verma et al. (1986) was used for the data collection. The collected data was analysed using 't' test and percentage. **Findings** : (1) Male and female blind children did not differ significantly on general well-being. (2) It was observed that the level of happiness of blind children was very much associated with their level of life satisfaction as whole and male and female children were found significantly different only on 'interesting work' and 'sports and exercise' as sources of

happiness. (3) Male and female institutionalized blind children expressed different daily hassles. Males perceived daily hassles like 'rising price of common goods', 'physical appearance', 'personal growth and academic achievement', 'health' and 'leisure activities'. Females in comparison to male blind children expressed high concern about studies, hostel maintenance, 'too many things to do', 'misplacing or losing things', and 'worry for future'. (4) It was revealed that 'misplacing and losing things because of blindness' was the major problem faced by a large number of male and female blind children in their daily life routine. The study cites seven references.

[217] Reddy, G Lokanadha; Kusuma, A. and Rajaguru, S. 2001. **Relative Effectiveness of Tangible Materials (Braille) and Talking Books (Audio Cassettes) in Learning Social Science Concepts by the Visually Impaired Children in Secondary Schools.** *Disabilities and Impairments*, Vol. 15(1&2), 89-97.

**Objectives :** (i) To study the effectiveness of Tangible material (Braille) and Talking books (audio cassettes) on the achievement of visually impaired children (VIC) in social science concepts; (ii) to find out the significant difference if any, in the learning achievement of different group of visually impaired children (Boys, Girls, Rural VIC, Urban VIC, Totally Blind Children, Low vision children, Born Blind, Acquired Blind, VIC with parents income below Rs.10,000 per<sup>1</sup> year, VIC with parents above Rs. 10,000 income per year, VIC with family members 1 to 4, and visually impaired children with family members 5 and above) in Social Science taught through tangible materials (Braille) and Talking books (audio cassettes). **Method :** The sample consisted of 54 visually impaired children (27 boys and 27 girls), randomly selected from six integrated educational programmes of Coimbatore district of Tamil Nadu State. They were further divided into two equated groups. One group was treated with tangible material (Braille) and other with, talking books for a period of 3 months. An achievement test was used to collect data. Státistical technique 't' test was used for the data analysis. **Findings :** (1) The study revealed that both tangible materials and talking books were effective in learning social science concepts at secondary level. (2) Talking books were found having slight advantage over the Braille media but the difference was

not statistically significant. (3) There was no gender difference found in learning social science concept. (4) The learning achievement of the visually impaired children was not found significantly different across different background variables. (5) Congenital blind children exposed to talking books performed better in learning social science concept than their counterparts exposed to Braille media. The study has nine references.

[218] Reddy, G. Lokhanadha. 2000. **Role-performance of Special Education Teachers**. Research Project, Alagappa University. (NCERT, ERIC funded).

**Objectives :** (i) To develop tools to measure the role-performance of special education teachers dealing with Visually Impaired (VI), Hearing Impaired (HI), Mentally Retarded (MR) and Orthopaedically Handicapped (OH) children; (ii) to develop problem check-lists to identify the problems faced by the special education teachers; (iii) to find out the significant difference if any in the role performance of teachers facing and not facing each problem; (iv) to find out the effect of independent variables like gender, age, educational status, special training, marital status, year of experience, vocational training and salary on the role performance of special education teachers; (v) to find out the effect of gender, age, educational status, special training, marital status, year of experience, vocational training and salary on the problems in the performance of the roles by special educators; and (v) to find out and predict to what extent and how far the independent variables influence the dependent variables, i.e. role-performance and problems in the performance of roles by special educators. **Method :** The sample constituted 790 teachers with 210 teachers from 20 schools of visually impaired; 220 teachers from 24 schools for hearing impaired, 240 teachers from 24 schools for mentally retarded and 120 from 16 schools for orthopaedically handicapped from Andhra Pradesh and Tamil Nadu states and school heads. The data was collected using Role-performance Scale of special education teachers. The obtained data was analysed using 't' test, 'F' test and Stepwise Multiple Regression Analysis. **Findings :** (1) It was found that the role-performance of all the teachers was low and the intensive training was required. (2) Gender had significant influence on the performance of special education teachers

dealing with VI and HI children with reference to organisation, guidance and counselling roles and faced problem in the performance of the role as a whole. Such influence was not found among teachers dealing with MI and OH students. (3) Age had no significant influence on the role performance of all the special education teachers. (4) The caste background had significant influence on both the role performance and problems in the performance of the roles by all the teachers. (6) Special training, caste and educational status were found to be the prime predictors in the role-performance of teachers dealing with VI children. Caste followed by gender and total years of experience influenced the role-performance in the case of teachers dealing with HI children. Caste, educational status and total year of experience in case of teachers dealing with MR children and special training, caste and educational status influence the role performance in the case of teachers dealing with OH students.

[219] Sengupta, Debjani. 1999. **Development of Concepts Relating to Measurement among Visually Impaired Children.** Research Project, *Calcutta University*. (NCERT, ERIC funded).

**Objective :** The study was undertaken to explore the development of measurement related concepts among blind and partially sighted children as compared to their sighted counterparts.

**Method :** The sample consisted of 160 children (60 blinds, 40 partially sighted and 60 sighted) within the age range 6-12 drawn from different residential and non-residential special schools and non-residential regular schools of Kolkata and suburban areas. A personal data sheet and a battery of tests to assess children's ability to measure various properties of objects in space like distance, length, area, volume, mass, weight and children's ability to conceptualize and measure time were used to collect data. The collected data was analysed using Kruskal-Wallis-H-test.

**Findings :** (1) Blind and partially impaired children were found similar to sighted children in continuous direct and indirect measurement. But they lagged behind in conservation discrete measurement. (2) Blind children showed difficulty in relating time to their surroundings. (3) No global deficit or excellence with respect to any particular group was observed. (4) Conservation of distance was found to be a difficult concept for the children irrespective of presence or absence of vision.

[220] Sharmista. 2001. **An Experimental Study to Enhance Spatial Concept Learning among Hearing Impaired.** *Disabilities and Impairments*, Vol. 15(1&2), 47-52.

**Objectives :** (i) To find out the impact of the degree of hearing impairment on the learning of spatial concepts among the hearing impaired children of 6-7 years age group; (ii) to find out the impact of the degree of hearing impairment on the learning of spatial concepts among the hearing impaired children of 8-11 years age group; and (iii) to find out the impact of intervention on the learning of spatial concepts among the hearing impaired children.

**Method :** The sample consisted of 100 hearing impaired children (50 male and 50 female) drawn from the various special schools and integrated schools of Mysore city. Raven's Coloured Progressive Matrices, Audiogram of the hearing impaired child, Tests on Basic Concept Development-I and II, and Interventional materials for developing identified difficult spatial concepts were used for the data collection. The collected data was analysed with the 't' test, ANOVA. **Findings :** (1) It was found that the degree of hearing impairment had a significant impact on the learning of special concepts as mild hearing impaired children performed better than the profound hearing impaired and the moderate hearing impaired performed better than the severely and profoundly hearing impaired children. (2) Intervention had a significant impact on concept learning among the hearing impaired in the learning of spatial concepts. The study cites 5 references.

[221] Singh, L.N.; Zothanzami and Vanlalamawii, H.B. 2001. **Effects of Long-term Nutrient Supplementation on Intellectual Development in Malnourished Children.** *Disabilities and Impairments*, Vol. 15 (1&2), 111-120.

**Objective :** The study attempts to evaluate the effect of Long-term Nutrient Supplementation (LTNS) programme conducted under the co-sponsorship of the UNICEF and the Government of Mizoram under the *Anganwadi* programme. **Method :** The sample consisted of 180 Mizo children of both gender were selected by using multi-stage random sampling technique. They were further divided into three groups, two groups of malnourished children as severe (Class IV) and moderate (Class II) levels of

malnourishment and belonging to two 'age' groups (around 60 and 96 months) identified from two centres of *Anganwadi* Programme and the control group belonged to randomly selected families of malnourished children of the same age groups and of similar socio-economic conditions. The Raven's Coloured Progressive Matrices (1977) was used for the data collection. The collected data was analysed with ANOVA. **Findings** : (1) The study revealed deleterious effect of malnutrition on intellectual ability. (2) It was found that higher the age the greater was the intellectual ability. (3) Girls were found to be superior to boys in intellectual ability. (4) Interaction effect of nutrition and gender revealed that control boys and girls and moderate nutrition level girls scored better in intellectual development as compared to severe nutrition girls and boys and moderate level boys. **Conclusion** : The deleterious effect of malnutrition on intellectual development persists even after long-term nutrient supplementation. The study has 12 references.

[222] Singh, Seema. 2001. **Educational Needs, Relevant Curriculum and Rehabilitational Expectations of Handicapped Children.** *Indian Educational Review*, Vol. 37(1), 84-96.

**Objectives** : (i) To identify the educational needs of different groups of handicapped children *viz.* visually, orthopaedically and hearing, and their combined group in the form of profiles; (ii) to evaluate the relevance of existing curriculum(s) for the handicapped groups in the form of the opinions of the handicapped students, their parents, their teachers and some teacher educators and afterward to propose the relevant curriculum on the basis of desirability of the components as expressed by opinions of these groups; and (iii) to know the Rehabilitational expectations of the three above mentioned handicapped groups and their combined group. **Method** : The sample consisted of 450 handicapped children belonging to three categories, *viz.* visually impaired, hearing impaired and orthopaedically impaired children from Classes I to V and 30 teachers, 30 parents of these children and 30 teacher educators working on the problems of special education selected randomly from the Kaval town of Uttar Pradesh. General Educational Needs (GENs), Special Educational Needs (SENs), Curriculum Relevance

Analysis Scale (CRAS), and Rehabilitational Expectations Measuring Inventory (REMI) were used for the data collection. The collected data was analysed descriptively and qualitatively.

**Findings :** (1) It is found that the educational needs of all the handicapped children are not alike. (2) All stakeholders including the handicapped children opine that the curricula followed for handicapped children are not relevant. (3) The repetitions of the same contents in Science, Social Science and General Knowledge were found irrelevant. The excessive textual burden and bulk of exercise in most of the subjects was also found irrelevant. (4) It was also opined that components of extra-curricular and co-curricular activities, games and sports, drawing and painting, craft and cultural activities should be the essential part of the curriculum of handicapped children. (5) The handicapped children were found different in their rehabilitation expectations. The group of hearing handicapped children expected their rehabilitation mostly in personal business and teaching, while the orthopaedically handicapped group expected its rehabilitation in medical only. The visually handicapped group expected its rehabilitation in writing poem and teaching, whereas the total sample expected its rehabilitation in teaching only. The study cites five references.

✓ [223] Uma Devi, I. and Mayuri, K. 2001. **Personality Profile Adolescent Delinquents.** *Journal of Community Guidance and Research*, Vol. 18(2), 157-171.

**Objectives :** (i) To study the personality dimensions of adolescent delinquent children; (ii) to find out the relationship between the personality dimensions and selected personal and social variables of adolescent delinquents; and (iii) to find out the relationship among different personality dimensions studied. **Method :** The sample consisted of 44 adolescent delinquents (22 boys and 22 girls) within age ranged 13+ to 18+ years taken from Hyderabad city of Andhra Pradesh. Multi-dimensional Assessment of Personality Series, SES, Interviews and Observation were adopted for the data collection. Correlation and 't' test were used for the data analysis. **Findings :** (1) Adolescent delinquents were found superior in boldness, enthusiasm, maturity and self-sufficiency and were very low in creativity, general ability, innovation, mental health, sensitivity, social warmth and tension. (2) It was found



that both boys and girls differed significantly in personality dimensions like guilt proneness, maturity, sensitivity and social warmth, where girls surpass boys in maturity dimension, boys scored higher than girls in dimensions like guilt proneness, sensitivity and social warmth. (3) Adaptability and Boldness were found significantly related to competition as children who were more adaptable to situation and bold enough exhibited more competitiveness. (4) It was found that academic achievement was significantly and negatively related to sensitivity. (5) Enthusiasm dimension was found significantly related to leadership, morality and self-control. (6) Excitability was found positively related to individualism and tension whereas negatively correlated with leadership and maturity. (7) It was also revealed that better matured persons were more enthusiastic and also exhibits good moral values. (8) Morality was found significantly and positively related to social warmth. (9) It was found that most of the delinquent adolescents did not have any future aspirations, as they were confused and not clear about their future. But boys had better career aspirations than girls. The study cites 3 references.

## **TEACHING-LEARNING PROCESS AND TEACHER EDUCATION**

[224] Aba, Kumbhar Ranaram. 2001. **A Comparative Study of the Teacher-oriented In-service Teacher Education Programme and the School-oriented In-service Teacher Education Programme for English Teachers.** Ph.D. Edu., Y. C. Maharashtra Open University. Guide : Dr A. N. Joshi.

**Objectives :** (i) To develop an in-service education and training (INSET) programme based on the Communicative Approach (CA) to English Language Teaching (ELT) for English teachers; (ii) to develop the strategy and material for the INSET programme to be provided to the teachers from the teacher-oriented (TO-INSET group) and the school-oriented (SO-INSET group); and (iii) to study and compare the effectiveness of the teacher-oriented (TO-INSET) programme and the school-oriented (SO-INSET) programme regarding willing access to desired change in teaching, transfer of teaching, retention in teaching and pupil's achievement. **Method :** A purposive sample consisted of 51

English teachers divided into three groups (17 each) as SO-INSET group, TO-INSET group and a control group were taken from 16 schools of Srirampur. Research tools like Opinionnaire, Likert-type attitude scale, observation, lesson observation sheet, achievement tests were used for the collection of data. The correlated data was analysed using parametric as well as non-parametric statistical techniques. **Findings** : (1) TO-INSET Programme is more effective in adoption and implementation of innovation, which is basically closed in nature as compared to SO-INSET programme. (2) There is a strong positive association between teachers' attitude towards any innovation and their teaching competence accordingly. In this connection TO-INSET group is superior to SO-INSET group. (3) The team spirit and the cohesiveness among the teachers in SO-INSET group made a better effect on pupils achievement as compared to that of the TO-INSET group. This study contains 191 references.

[225] Bhargava, S.C. 2001. **A Comparison of Cognitive Classroom Verbal Interaction of Prospective Science Teachers of Two Years B.Ed. Course Teaching Physical and Biological Components of Secondary Science.** *The Rajasthan Board Journal of Education*, Vol. 40(1), 43-47.

**Objective** : The study was an attempt to explore the teacher behaviour of prospective science teachers of two year B.Ed. course of RIE, Ajmer to teach physical and biological components of secondary science. **Method** : The sample consisted of 34 science teacher trainees, 17 each in Physical Science, and Biological Science (14 male and 3 female) selected from of two-year B.Ed. (secondary) course of RIE. Verbal Behaviour Pattern of Prospective teachers and pupil initiated transaction ratio were used to collect the data. The collected data was analysed using percentage analysis and CR. **Findings** : (1) It was found that prospective teachers teaching physical and biological components of secondary science had equal tendency of inviting comments and seeking questions. (2) Prospective teachers teaching physical components of secondary science showed greater tendency to make statements as compared to teachers teaching biological components of secondary science. (3) In identifying or solving problems, both the groups were similar. (4) Pupil participation was more in the classes of prospective teachers teaching physical

components of secondary science as compared to the classes of teachers teaching biological components of science. (5) It was found that pupils refer to teacher mostly for the purpose of acquiring or confirming facts and principles. No references are cited.

[226] Dhoundiyal, Navin C. and Dhoundiyal, Vijaya R. 1999. **Teacher Expectations of Students and their Relationship with Teaching Process and Student Outcomes.** Research Project, Kumaun University. (NCERT, ERIC funded)

**Objectives :** (i) To survey the generalized teacher expectations among in-service high school teachers; (ii) to analyse the association between teachers' generalized expectations and their personal, socio-economic and certain socio-psychological variables; (iii) to analyse the association between teachers' generalized expectations with the nomination of high and low expectation students of their respective classrooms; (iv) to analyse and compare teachers' dyadic interactions with high and low expectation students; and (v) to analyse and compare gains in selected student related outcomes of high and low teacher expectation students over the school year. **Method :** The sample consisted of 335 teachers, teaching high school and 170 students (85 students whom teachers considered as high academic achievers and other 85 whom teachers perceived as low academic achievers), selected on the basis of the opinion of 17 teachers. The whole sample was selected from the 38 schools of Almora district. Personal Information Schedule, Socio-economic Status Scale for both teachers and students and Teacher Attitude Inventory, Job Satisfaction Questionnaire and Teacher Expectation, Bias Questionnaire for teachers and Group of Intelligence, Adjustment Inventory, Self-concept Scale, Academic Achievement Motivation Test, Study Involvement Inventory, Academic Anxiety Scale and Academic Achievement Perception Scale for students were the tools used for the collection of data. Statistical techniques like chi-square test, computation of contingency co-efficient, Analysis of variance and co-variance were used for data analysis. **Findings :** (1) It was found that teacher expectations based on student characteristics like gender, caste, socio-economic status, age, previous achievement, physical attraction and name stereotype do exist among in-service teachers

of high school level in Indian setting. (2) Generalized teacher expectations, and individualized teacher expectation were found to be two different aspects of teacher expectations. (3) Gender of the teachers and certain attitudinal factors seemed to play a significant role in the formation of a particular generalized expectation of teachers. (4) There exists no significant difference in gain scores on student-outcome variables like adjustment, self-concept, intelligence, academic anxiety; study involvement and academic achievement perception. (5) It was found that the qualities of the students play important roles in the process of formulating expectations in teacher's perception. (6) It was found that positive teacher expectations tend to make individual students more motivated to achieve better, who later achieve better in reality.

[227] Nayar K. Ajitha and Pushpam K. 2000. **Willingness of Secondary School Teachers of Biology to Use Teaching Aids.** *School Science*, Vol. XXXVIII(4), 58-64.

**Objectives :** (i) To identify the level of willingness of secondary school biology teachers to use teaching aids; (ii) to study the level of willingness of secondary school biology teachers with respect to the following variables : sex, locality, management of the school and experience of the teacher; and (iii) to identify the constraints faced by secondary school biology teachers while using teaching aids. **Method :** The sample consisted of 100 secondary school biology teachers which included Government and Private Schools, urban and rural schools, Male and female teachers, less experienced and high experienced teachers selected through stratified random sampling procedure. A structured questionnaire was used for collecting data. Critical ratio, SD, and percentage were used for the data analysis. **Findings :** (1) The study revealed that secondary school teachers had low willingness to use teaching aids. (2) It was also found that low level of willingness was exhibited by majority of the secondary school biology teachers irrespective of the management and locale of the school. The study cites 29 references.

[228] Pachaury, A.C. 1998. **In-service Science Teachers' Representation of Spatial Coordinate System.** *School Science*, Vol. XXXVI(4), 56-61.

**Objective :** The study aims to ascertain the pattern of cognitive development of spatial coordinate system among the science teachers during in-service training programme. **Method :** Twenty-two science teachers, attending an in-service programme conducted by RIE Bhopal from Maharashtra, M.P., Gujarat and Goa, having 3-17 years of experience within age ranging between 24-53 years served as a sample for the study. Data was collected using a task suggested by Piaget and Inhelder (1967). Omega statistics was used to analyse the data. **Findings :** (1) It was found that ability to represent spatial thought was very poorly developed in teachers and 40 per cent of the science teachers ability to represent their spatial thought was tagged to first level, i.e. pre-operational level. Around 40 per cent teachers were found at intuitive level and 20 per cent of these teachers displayed this ability at the early concrete level. (2) None of the teachers qualified for inclusion either at the late concrete level or at early formal level. The study has 22 references.

[229] Reddy, V. Sudhakara and Jyothi, M. Nirmala. 2002. **Study of Attitude of Teachers Trained through Correspondence Mode.** *Journal of Distance Education*, Vol. IX(1), 141-147.

**Objectives :** (i) To study the attitudes of teachers trained through correspondence mode; (ii) to find out the gender difference in the attitude of teachers trained through correspondence mode for B.Ed. course through distance education; and (iii) to find out whether teachers with under-graduate and post-graduate qualifications trained through correspondence courses differ with regard to their attitude towards teacher's training (B.Ed.) through distance education. **Method :** The sample consisted of 200 teachers, who completed B.Ed. course through correspondence from Sri Venkateswara University, Tirupati selected through systematic stratified random sampling procedure. A three-point attitude scale with 67 statements developed by the investigators was used for the data collection. The collected data was analysed with 't' test, ANOVA and percentage. **Findings :** (1) All the teachers were possessing favourable attitude towards B.Ed. through correspondence course. (2) Men and women teachers were found to be significantly different in their attitude towards B.Ed. through correspondence course as women teachers were having positive attitude whereas men teachers were having

neutral attitude.(3) It was found that qualification did not have any effect on the attitude of teachers, as there was no significant difference found in the attitude of the teachers with regards to undergraduate and post-graduate qualification. The study cites 11 references.

[230] Singh, Bhoodev. 2001. **Development of Admission Eligibility Criteria for Pre-School Teachers.** *Indian Educational Review*, Vol. 37(2), 39-59.

**Objectives :** (i) To identify minimum academic qualifications and age range for admission in pre-school teacher training institutions; (ii) to identify components of admission in the pre-school teachers' training course; (iii) to finalize weightage of the components for admission to the course; (iv) to identify components of entrance test; (v) to finalize weightage of the components of the entrance test; (vi) to identify the duration of the course and name of the body that will conduct the test; (vii) to identify reservations of seats for women candidates in pre-school teachers' training institutions; (viii) to identify relaxation in entrance test and in academic qualifications for various categories of candidates; and (ix) to identify weightage to co-curricular activities for admission in the courses.

**Method :** The sample consisted of 75 distinguished persons from twelve States and a Union Territory. The data was collected using questionnaire and interview schedule. Chi-square test was used to analyse the data.

**Findings :** (1) Majority of the experts suggested that the duration of the course should be two years. (2) Maximum number of the experts agreed that the minimum age for admission to the course should be 17 years and there should be no upper age limit for admission of the candidates. (3) Majority of the experts opined that the minimum academic qualification for admission should be intermediate with 50 per cent marks and there should be no relaxation in the minimum percentage of marks due to higher qualifications or caste or due to participation in co-curricular activities like NCC, NSS, etc. (4) The admission should be based on academic record, entrance test and interview. The weightage should be academic record (40%), entrance test (30%), and interview (30%) at the time of admission. (5) The minimum percentage of marks in entrance test should be 50 and there should be no relaxation due to caste,

colour, religion or extra-curricular activities. (6) There should be reserved seats for SC, ST and OBC candidates according to the Government of India and State Government rules. (7) Fifty per cent seats should be reserved for women candidates. (8) The test should be conducted at the Regional level and the District Institutes of Education and Training should be given responsibility of conducting entrance test and admission in pre-school teacher training institutions. (9) The entrance test should include the items related to the knowledge of mother tongue (20%), knowledge of child development (25%), teaching aptitude (25%), general knowledge (20%) and personality assessment (10%). The study has 9 references.

## TEACHING PROFESSION

[231] Bawa, M.S. 2001. **Professional Development of Teachers through Modelling.** *University News*, Vol. 39(32), 12-18.

**Objective :** The study intended to examine the effectiveness of modelling based training in developing teachers' competence for teaching science. **Method :** A purposive sample consisted of 28 subjects (14 each in experimental group and control group) were taken from CIE, Delhi. Tools like Teaching Competence Appraisal Scale (TCAS) consisting of two parts, i.e. Rating Scale and two open-ended questions, Opinionnaire on demonstration-cum-discussion approach and Ahluwalia Teacher Attitude Inventory (ATAI) were employed for the data collection. The collected data was analysed descriptively. **Findings :** (1) Demonstration lessons followed by discussion improves micro-level teaching competencies and macro-level teaching competencies better than conventional methods. (2) Demonstration lessons followed by discussion are effective in building more positive attitudes of pre-service science teachers towards teaching. (3) Teaching on their own after termination of exposure to demonstration lessons helps teachers to design their own effective strategies of teaching. (4) Demonstrative lessons provide illustrations of the uses of various teaching strategies and construct classroom interaction. (5) Demonstrative lessons clarify the concept of science process skills and their utility for information processing and also provide insight into development of flexibility and spontaneous decision-making abilities in pre-service teachers. **Conclusion :** Modelling

is effective in developing competence amongst science teachers teaching science at secondary level. The study has 10 references.

[232] Doss, S. Arochia and Muthiah, P.N. 2002. **Teaching Approaches of College Teachers.** *Perspectives in Education*, Vol. 18(2), 107-114.

**Objectives :** (i) To investigate the types of teaching approaches prevalent among the college teachers; and (ii) to study the influence of age, gender, subject of teaching, academic qualifications and institutional background on the teaching approaches of the college teachers. **Method :** The sample consisted of 275 college teachers selected randomly from 25 Arts and Science College affiliated to Madurai Kamraj University in Tamil Nadu. Questionnaire on Approaches to Teaching by Ramsden (1992) and Personal Information Schedule were used for the data collection. ANOVA and 't' test were used for data analysis. **Findings :** (1) Achievement approach followed by meaningful approach were the major approaches prevalent among the college teachers and majority of the teachers wanted to achieve through teaching and also were inclined towards meaningful teaching. (2) The age, type of subjects teaching and the background of the colleges in which they were working, had a significant influence on their teaching approaches. (3) The reproducing approach was found to be higher among government and non-autonomous college teachers. (4) Teachers involved in teaching courses above the P.G. level were found to be higher in academic approach. The study has 25 references.

[233] Jain, Manju. 1998 & 1999. **Teacher Management Issues in Rural Multi-grade Schools.** *ICCW Journal*, Vol. VI(1&2), 77-86.

**Objectives :** (i) To understand how a teacher copes with the multi-grade teaching (MGT) situations on his/her own or with the fellow teachers, which is likely to be representative of the larger field situation in the country; (ii) to find out the gaps and problems related to MGT; (iii) to study the various salient features of some innovative programmes with special reference to MGFT; and (iv) to derive some lucid lessons to improve the quality of MGT



schools. **Method :** The sample consisted of sixteen classrooms, 8 government multi-grade classrooms in rural set-up observed basically on the teacher management issue vis-a-vis transactional strategies in multi-grade situation and 8 classrooms of some organisations which were functioning innovatively in multi-grade and multi-level situation. Field based qualitative approach through extensive case studies, observation technique and structured and unstructured interview techniques were employed to collect data. The data was analysed descriptively. **Findings :** (1) It was found that none of the teachers received any training for teaching in multi-grade situations. (2) It was found that teachers were not using the kits due to lack of training and textbooks were the only source of information. Locally available concrete materials were also being used in the teaching-learning process. (3) It was also found that the teachers were not satisfied with the mono-grade textbooks prescribed for their school. (4) It was revealed that though free textbooks were distributed to low socio-economic status and scheduled caste and scheduled tribes students, but the students get those textbooks after three or four months subsequent to the commencement of the academic year. (5) It was found that there was no central timetable followed in these schools. (6) The classroom transaction was found to be directed to higher grades with lower grades go unattended by the teacher. (7) It was also found that in these schools children were given some writing work or they were told to copy down questions and answer which made them passive learners and the utilization of their time in terms of active learning was not followed. Then grouped grades (combined) were attended separately instead of simultaneously in all selected schools. (8) It was found that efforts were being made to bring out the hidden potential of children of these schools by organising Balsaaba and other curricular activities. (9) It was found Hindi and Social Science were taught through direct method in all the Classes from I to V and Mathematics was taught through conventional way. (10) All the teachers felt that teaching in multi-grade schools was a challenging task as it required a great deal of imagination and alertness.

[234] Panda, B.B. 2001. **Attitude towards Teaching Profession and Job Satisfaction of College Teachers of Assam and Orissa: A Comparative Study.** *Indian Educational Review*, Vol. 37(1), 73-83.

**Objective :** The study aims to assess and compare the attitude towards teaching profession and job satisfaction of college teachers of two educationally backward states *viz.* Assam and Orissa.

**Method :** The sample consisted of 400 college teachers (200 each from Assam and Orissa) from 62 general colleges of arts, science and commerce, taken using stratified random sampling technique. Attitude towards teaching scale by R.S. Uhrbrock (1962), and Job Satisfaction Scale developed by the investigator were used for the data collection. The collected data was analysed with percentage, product moment co-relation, test of significance and C.R. **Findings:** (1) It was found that the majority of college teachers of Assam and Orissa had highly favourable or favourable attitude towards teaching profession. (2) A significant percentage of college teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was also found that more than 40 per cent female, experienced, urban and rural college teachers of Assam and male, experienced and aided college teachers of Orissa had dissatisfaction in their job. (3) College teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their gender, experience, location and status. (4) The college teachers of Assam and Orissa in general and their various categories were not different significantly in their degree of job satisfaction except in case of experienced teachers. (5) There was significant and positive relationship between attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa in general and their different categories except in case of male, female and aided college teachers in Assam. The study cites 19 references.

[235] Panda, Bhujendra Nath. 2000. **Determinants of Teacher Empowerment : A Baseline Study.** *Journal of All India Association for Educational Research*, Vol. 12(3&4), 31-39.

**Objectives :** (i) To identify the parameters of teacher empowerment for the primary school; and (ii) to suggest the possible guidelines of teacher empowerment for quality improvement and school effectiveness in future. **Method :** The sample comprised of 198 primary school teachers (99 male and 99 female) out of whom 108 were participants of MLL training programme conducted by the SCERT, Orissa at three institutions and the remaining 90 were from urban and rural primary schools

selected using purposive sampling technique. Out of these primary schools 35 were multi-grade in nature, 124 in non-multi-grade and 39 were from composite school, i.e. primary schools with secondary and higher secondary classes in one campus. Data was collected using Teacher Empowerment Survey Schedule. The collected data were subjected to statistical techniques of qualitative analysis, percentages and graphical presentation. **Findings :** (1) It was found that more than half of the sample was in favour of +2 certificate with professional qualification as the basic qualification. (2) Forty-seven per cent teachers preferred academic career, professional qualification and aptitude test to be made recruitment criteria. (3) About 73 per cent teachers favoured 2 years duration of the pre-service training course with rigorous practical knowledge about the subject and new methodology. (4) About 63 per cent favoured three weeks duration of in-service programmes with the subject content of Competence- based Teaching, Activity-based Learning and Continuous and Comprehensive Evaluation as major components. (5) 44 per cent teachers preferred salary on the basis of qualification and 28.7 per cent preferred promotion on the basis of the length of teaching experience and peer group evaluation. (6) 37 per cent teachers suggested incentive like permitting to attend seminars, workshops and meeting with experts. 26 per cent suggested one teacher in each class and 29.8 per cent favoured provision of supplying textbooks, etc. (7) Around 33.3 per cent teachers suggested regular supervision by the higher officer. (8) 40 per cent realised that psychologically, they should be satisfied and should have loving attitude towards profession, students and community for strengthening their profession. Five references are cited.

## VOCATIONAL EDUCATION

[236] Hmingthanzuala. 2001. **A Study of Vocational Interest and Occupational Aspirations of Class X Students of District Headquarters of Mizoram as Related to SES and Academic Achievement.** Ph.D. Edu., *Mizoram University*. Guide : Dr R. S. Wangu.

**Objectives :** (i) To obtain information about the types of interest of high school students of Mizoram; (ii) to differentiate between

the vocational interest of male and female students and to relate them with their SES and academic success in different subjects; (iii) to study the occupational aspirations of the students and relate them to their socio-economic status and academic achievement in different subjects; (iv) to differentiate between the vocational interests and occupational aspirations of students from different types of schools; and (v) to find out the relationship between the occupational aspirations and vocational interests of the students. **Method** : Twenty-five percent of the secondary school students selected using multi-staged stratified random sampling technique from schools of district headquarters of Mizoram like Aizawal, Lunglei and Saiha served as a sample for the study. The tools used for data collection were Interest Record (Singh, 1968), Occupational Aspiration Scale (OAS) (Guwal, 1975), Social-economic Status (SES) scale (Srivastava, 1991) and Academic Achievement scores from Class X examination conducted by MBSE, Aizawal. Pearson's Product Moment coefficient of correlation and CR were used to analyse the data. **Findings** : (1) It was found that boys were having significantly higher interest in mechanical and outdoor areas whereas girls had higher interest in Business, Aesthetic and Clerical areas. (2) A significant difference was observed between the students of different district. (3) Students belonging to High SES were having significantly higher interest in outdoor area. (4) It was found that there was significantly negative correlation between interest factor in mechanical area and Mizo and English language. (5) The students who had higher interest in Business were found good in English, Social Science and in overall academic performance. (6) It was found that the students having scientific and social interest had high occupational aspirations whereas students having high interest in Business, Aesthetic and outdoor areas did not have high occupational aspirations. (7) Students from high SES families had high occupational aspirations and vice-versa. (8) There was no significant relation between subject and their interest in Mechanical and outdoor activities and age of the student and occupational aspirations. The study has 172 references.

[237] Maruthi, N.S. and Venkatesha, T. 1998. **Vocational Skill Development Needs of Neo-literates – A Study**. Independent Study. State Resource Centre, Mysore.

**Objectives** : (i) To ascertain the vocational skills needed by the neo-literates; (ii) to find out the strengths and weaknesses of the

trainings organised by the Zila Sakasharatha Samitis (ZSSs) in the past; (iii) to find out the impediments in taking up need-based vocational skills training programmes through a study of training courses conducted by ZSS; and (iv) to suggest a process of determining the vocational skills needed by the neo-literates.

**Method :** The sample comprised of all the neo-literates receiving skill training of 64 villages from two *Gram Panchayats* each from 4 talukas from 4 districts namely, Mandya, Chikmagalore, Bellary and Dharwad of Karnataka State. Questionnaires, Case Studies, unstructured discussions and Field Observations were used to collect data. Percentage analysis was employed for data analysis.

**Findings :** (1) It was found that ZSSs had taken up vocational training courses on small scale and there was no pressure on them to conceive, plan and execute vocational training programmes. (2) The ZSSs staff was not equipped for vocational training programme. They had to take help from development departments who did not think such a function as a part of their work. But ZSSs could not pressurize those departments, as they had no authority. (3) The training singularly lacked in imagination. There were no need surveys, no methodical planning for pre-training, training and post-training activities. (4) It was found that a small number of women neo-literates had benefitted from the training programmes. (5) The training programme was appeared to be leading to savings instead of generating more income. The study has five references.

[238] Yadav, Raj Kumar. 2000. **A Study of Relationship between Socio-economic Status and Vocational Preferences of Adolescents in the Ahirwal Region of Haryana.** *Journal of All India Association for Educational Research*, Vol. 12(3&4), 41-46.

**Objectives :** (i) To find out the extent to which socio-economic status acts as motive for the vocational preferences of adolescents; and (ii) to find out the hierarchy of vocational preferences of adolescents. **Method :** The sample comprised of 240 students each from three faculties, i.e. Science, Arts and Commerce, studying in XI Class in eight different colleges of rural and urban areas of Ahirwal region of Haryana. Thurstone's Vocational Interest schedule, socio-economic status scale (rural and urban) by S.P. Kulshrestha were employed for data collection. The

collected data was analysed using co-efficient of correlation.

**Findings :** (1) It was found that most of the students preferred executive work and showed least interest in the area of artistic work and music. (2) Urban students gave their preference for the jobs related to the field of physical sciences whereas rural students preferred the field of executive work. (3) Science students preferred the jobs related to physical and biological sciences whereas art students were found interested in the field of executive work and commerce students gave their preferences for the field of linguistics and computational work. (4) It was found that socio-economic status plays a crucial role in selection of the vocational preferences. Students belonging to higher socio-economic status gave preference to executive work, computational work and physical sciences, students belonging to middle socio-economic status gave greater preferences for the field of executive work, physical science and biological sciences and students of low economic status gave preference to the field of physical and biological sciences. (5) Urban students gave preference to business while rural students showed more interest in services. No references are cited.

## WOMEN EDUCATION

[239] Bhatt, G.D. 2000. **Impact of Incentive Schemes on Girl Child in Uttar Pradesh with Special Reference to Universalisation of Elementary Education.** Research Project, *Himalayan Region Study and Research Institute, Delhi.* (NCERT, ERIC Funded).

**Objectives :** (i) To document the type and nature of incentives provided to primary education students under various schemes; (ii) to study the extent of availability of incentives to various disadvantaged groups of children (SC, ST, OBC); (iii) to assess the impact of the school-centred incentives on the enrolment, attendance and retention of girls at the primary level; (iv) to study the impact of incentives, attitudinal changes of parents (SC & ST) on the education of girls; (v) to identify administrative bottlenecks for an effective implementation of incentive schemes for educational development of girl child; and (vi) to provide with an effective plan of action in order to improve the existing plan of action in order to improve the existing administrative arrangements. **Method :** The sample consisted of all the girl

students of Classes I to V, all Headmasters/Teachers, All parents of the students, and 15 leaders selected through multistage sampling procedure from 16 primary schools of the hills and Eastern part of Uttar Pradesh. Structured Questionnaires for Pupils, Headmasters/Teachers, Parents and Local community leaders, Enrolment percentage and their retention rates of Classes I to V during the period from 1993 to 1997 were used for the primary and secondary data collection. The collected data was analysed using percentage. **Findings :** (1) It was found that mid-day meal provided by the U.P. Government was available to all groups of girl children and it had positive impact on attitudinal changes of parents towards education of girls. (2) It was also observed that at the time of introduction of the Scheme (1995) a quota was fixed in different districts on the basis of enrolment of student in a district. Thus, the quota of rice/wheat continued same in the subsequent years while the enrolment of students increased. As a result many of the students were deprived of the benefits of the scheme. (3) It was also observed that at certain places the quality of rice/wheat was not good. (4) It was suggested that to implement the desired target of universalisation of elementary education other incentive schemes such as free uniform, free textbooks, and attendance scholarship schemes be introduced in each primary school of the state. Further some special incentives for meritorious students should also be introduced to encourage them in their studies.

[240] Paintal, Manjeet and Sharma, Anuradha. 2002. **The Effect of Vocational Skills on Women in Terms of Income Generation : A Study of the Continuing Education Programmes in Chandigarh, a Union Territory in India.** Independent Research Study, Edu., *Panjab University*.

**Objectives :** (i) To study the impact of vocational training in terms of income generation; (ii) to study the differential effect of vocational training according to the level of literacy in terms of income generation; (iii) to explore the desired vocational skills to be cultivated among the women learners; and (iv) to find out the gain in knowledge/awareness from the programme. **Method :** The sample of 250 adult women attending the vocational centres of continuing educational programme was taken up for the study. The data was collected with the help of a questionnaire.

Percentage analysis and Rank were employed for data analysis.

**Findings :** (1) It was found that the adults had no fixed time for joining the continuing education centre. (2) 56 per cent beneficiaries were from the general categories and rest 46 per cent were from scheduled caste and backward class among the ones benefitting from the vocational skills being taught in the centres. (3) Maximum 64.8 per cent of them wanted to learn stitching, 27 per cent of them wished to learn embroidery and 26.8 per cent of them wanted to enhance skills of reading and writing, rest of them wish to learn about stuffed toys, krotia and fabric painting, etc. (4) 70 per cent of the beneficiaries felt that there was a change in their status in the society by proper utilization of time. 58 per cent acknowledged that they have gained respect at home, 46 per cent reported that they have gained self confidence, 44 per cent expressed that their economic status have raised and 18 per cent improved work efficiency. (5) Only 18 per cent of the total respondents were benefitted by extra income generation by the vocational skills. (6) 82 per cent of the beneficiaries realized the value of learning skill at home. 34 per cent also felt that they had used their skill for work in the neighbours.



## **List of the Journals Consulted for Abstracting Research Studies**

1. *Behavioural Scientists*, Council of Behavioural Scientists, Agra.
2. *Disabilities and Impairments*, Akshat Publications, New Delhi.
3. *ICCW Journal*, Indian Council for Child Welfare, New Delhi.
4. *Indian Educational Review*, NCERT, New Delhi.
5. *Indian Journal of Adult Education*, Indian Adult Education Association, New Delhi.
6. *Indian Journal of Open Learning*, IGNOU, New Delhi.
7. *Journal of All India Association for Educational Research*.
8. *Journal of Community Guidance and Research*, Chennai.
9. *Journal of Distance Education*, Directorate of Distance Education, University of Jammu, Jammu.
10. *Journal of Indian Education*, NCERT, New Delhi.
11. *Journal of Psychometry*, Chennai.
12. *Journal of the Indian Academy of Applied Psychology*, A Publication of the Indian Academy of Applied Psychology, New Delhi.
13. *Perspectives in Education*, A Journal of the Society for Educational Research and Development, Baroda.
14. *School Science*, NCERT, New Delhi.
15. *The Educational Review*, Bangalore.
16. *The Educational Review*, Chennai.
17. *The Primary Teacher*, NCERT, New Delhi.
18. *The Rajasthan Board Journal of Education*, Board of Secondary Education, Ajmer.
19. *University News*, Association of Indian Universities, New Delhi.

# **CONSTITUTION OF INDIA**

## **Part IV A**

### **Fundamental Duties of Citizens**

#### **ARTICLE 51A**

**Fundamental Duties – It shall be the duty of every citizen of India —**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;**
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;**
- (c) to uphold and protect the sovereignty, unity and integrity of India;**
- (d) to defend the country and render national service when called upon to do so;**
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;**
- (f) to value and preserve the rich heritage of our composite culture;**
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;**
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;**
- (i) to safeguard public property and to abjure violence;**
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.**

## NCERT Journals

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<b>Indian Educational Review</b>	Rs. 29.00	58.00
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	UK £ 2.90	5.80
<b>School Science</b>	Rs. 6.50	26.00
A Quarterly Journal for Secondary Schools	US \$ 2.00	7.80
	UK £ 0.70	2.60
<b>Journal of Indian Education</b>	Rs. 9.00	36.00
A Quarterly Journal of Education	US \$ 2.70	10.80
	UK £ 0.90	3.60
<b>The Primary Teacher</b>	Rs. 5.00	20.00
A Quarterly Journal for Primary Teachers	US \$ 1.50	6.00
	US £ 0.50	2.00
<b>भारतीय आधुनिक शिक्षा ( त्रैमासिक )</b>	Rs. 8.50	34.00
(Bhartiya Adhunik Shiksha)	US \$ 2.60	10.20
A Quarterly Journal of Education in Hindi	UK £ 0.90	3.40
<b>प्राइमरी शिक्षक ( त्रैमासिक )</b>	Rs. 4.00	16.00
(Primary Shikshak)	US \$ 1.20	4.80
A Quarterly Journal in Hindi for Primary Teachers	UK £ 0.40	1.60
<b>Journal of Value Education</b>	Rs. 40.00	80.00
(A Half-yearly Journal)	US \$ 12.00	24.00
	UK £ 4.00	8.00
<b>Indian Educational Abstracts</b>	Rs 50 00	100.00
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